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ABSTRACT

This set of social studies resource materials was designed to help Oklahoma teachers supplement or replace curriculum used for kindergarten through sixth grade. Each of the seven sections in the document presents a topic for an elementary grade: Myself, Kindergarten: My Group, Grade 1: My Neighborhood, Grade 2: My City, Grade 3: My State, Grade 4: My Nation, Grade 5: My World, Grade 6. Each section includes nine four-week instructional units that teachers can modify to meet local needs. The units begin with an outline of the suggested content and end with a bibliography of resources. Each unit also includes a primary generalization, objectives stated in the form of inquiry questions, and activities to develop the objectives. The activities were designed to teach students concepts from the social and behavioral sciences, research skills, and social skills. They were also designed to allow students to participate actively in learning and to integrate content and skills from other subject areas. The thirty-four appendices include student handouts, alternative activities, and teacher guidelines for some of the activities. (Author/SR)

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Touching, Living, Growing...

ELEMENTARY SOCIAL STUDIES

SO 013 479

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Foreword

Touching, Living, Growing...Elementary Social Studies has been developed as an aid to Oklahoma educators who are interested in the improvement of social studies education in their schools.

The State Department of Education is pleased to be able to provide this resource to the elementary educators in Oklahoma. We hope this will be a useful tool for enriching the lives of children through the social studies curriculum.

We gratefully acknowledge and thank all of those who contributed, both directly and indirectly, to the final product.

Leslie Fisher
State Superintendent
of Public Instruction

Preface

Touching, Living, Growing is a set of social studies resource materials for kindergarten through sixth grade in the State of Oklahoma. It may be used by teachers who wish to supplement or replace other curriculum materials.

The content of these materials adheres to the expanding horizons sequence for elementary social studies curriculum. It is recommended that topics be developed at grade levels as follows:

Myself . . . . . Kindergarten
My Groups . . . . . First Grade
My Neighborhood . . . . . Second Grade
My City . . . . . Third Grade
My State . . . . . Fourth Grade
My Nation . . . . . Fifth Grade
My World . . . . . Sixth Grade

The two major concepts of social studies curriculum are space and time. Children develop these concepts slowly and gradually during the elementary school years. Space includes the immediate environment, such as home, school, neighborhood and city, which children learn about through direct experience. The remote environment consists of the state, nation and world, areas which are learned about largely through vicarious experience. Time consists of the past, present and future. Elementary children relate principally to the present. With that developmental theory in mind, the activities in this guide focus on present experience in the immediate environment. While remote spatial concepts begin to appear in the later elementary years, the emphasis is on the present.

Each topic is composed in nine units. A unit is designed for approximately four weeks of instructional time unless otherwise noted on the outline. However, teachers are encouraged to be selective according to local needs. An outline of suggested content appears at the beginning of each section. Each unit has a primary generalization, objectives stated in the form of inquiry questions, and activities to develop the objectives. Activities denoted by a (plus) + can also be used at a learning center.

Activities were developed within the following framework:

1. Content reflects knowledge from the seven social and behavioral science disciplines: anthropology, economics, geography, history, political science, sociology and psychology.

2. Skills include those needed to locate, organize, analyze and communicate information. A matrix of twenty-five specific subskills was employed in the development of activities.

3. In order for social studies to be social, activities include the behavioral skill of knowing oneself and the social skills needed for working with others. Twelve specific subskills were identified and appear within the activities for each topic.

4. Students should be active participants in learning rather than passive absorbers of knowledge.

5. The integration of content and skills from other areas of the elementary curriculum--especially reading, mathematics, science, language arts, music and art--is encouraged.

Recommended resources are included at the end of each unit. Appendices contain masters and directions for specific activities. Page numbers in parentheses refer the user to additional materials in this publication.

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Table of Contents

Title Page i
Foreword iii
Preface v
Acknowledgements vii
Table of Contents ix

Myself 1
My Groups 16
My Neighborhood 36
My City 52
My State 72
My Nation 91
My World 107

Appendices
- Assessing Student Achievement 124
- Enhancing Self-Concept 125
- Creative Reporting Format 127
- Thirty Ways to Give Reports 131
- Guidelines for Guest Speakers/Field Trips 132
- Recipes 133
- Cookbooks for Classroom Use 134
- Publishing Children's Work 135
- Using Weekly News Magazines 137
- Parents and Volunteers 138
- Interest Centers 139
- Graph Format 140
- Calendar Format 141
- My Friend 142
- Group Activities 143
- My Family 144
- My City Map 145
- The City Game 146
- Puzzling Workers 148
- My City Space Ship 149
- Oklahoma Map Games 150
- Oklahoma Map 151
- Oklahoma Counties Map 152
- Native American Picture Writing 153
- Family Tree 154
- State Tourism Addresses 155
- "Stated" Facts 156
- United States Map. 157
- United States Territorial Expansion Map 158
- Human Bingo 159
- Stuff and Show Boxes 160
- Countries Around the World 161
- Proverbs and Their Origins 162
- World Map 164

Myself

I. My classroom and school
   - A. Classmates and friends
   - B. Room and building
   - C. Rules and safety
   - D. Important people

II. My tools
   - A. At school and at home
   - B. How I use them
   - C. Caring for them

III. How I learn
   - A. Using senses
   - B. Sharing ideas
   - C. Thinking and questioning
   - D. What I can do

IV. How I look
   - A. Body image
   - B. Clothing
   - C. Self-help skills

V. My family
   - A. People
   - B. Homes
   - C. Traditions
   - D. Animal families

VI. My feelings
   - A. Self-esteem
   - B. Emotional expressions
   - C. Acceptable means of expression
   - D. Physical feelings

VII. How things change
   - A. Personal growth
   - B. Other things change
   - C. Days and seasons
   - D. Relative change

VIII. Personal space
   - A. My space
   - B. Space words
   - C. Moving in space

IX. Personal time
   - A. Days
   - B. Weeks
   - C. Months
   - D. Year

My classroom and school are another home where I can learn.

A. Who are the people in my classroom?

1. Give each child a name tag with first name to hang by yarn around neck. Have duplicate name tags. Show how they match. Next day take roll by holding up each child's duplicate name tag. See if they can match the one they are wearing as you hold it up. You can wear one, too.

+2. Plan activities which small groups can do, e.g., puzzles, table games, block play. Help children learn each other's names in small groups. During circle time, have one child introduce another. Emphasize that the teacher has a name, too, and that we all like to be called by our names.

3. Ask children to name other classmates they already know. What do they know about the person?

4. Make a friendship book titled "My Friends." Friends stamp their thumbprints in each other's books. Owners can decorate them so the thumbprint becomes a head with a body dressed in clothes similar to those the child actually wears.

5. Read a book about the first day of school, e.g., Will I Have A Friend? by M. Cohen (Macmillan).

6. Read a book about friendship, e.g., Frog and Toad Are Friends by A. Lobel (Harper), Best Friends by M. Cohen (Macmillan), My Friend John by C. Zolotow (Harper), Steffie and Me by P. Hoffman (Harper), A Friend Is Someone Who Likes You by J. Anglund (Harcourt), Do You Want To Be My Friend? by E. Carle (Crowell).

B. Where can I find important items in my classroom and school?

1. Take a field trip around the room. As the teacher beats a drum, children follow to an area but stop when the drum stops. Tell what is there and what activities go on in the area. Then ask a child to demonstrate, e.g., hang coat, wash hands, sit on edge of rug, throw away trash, erase chalkboard, turn off lights, close bathroom door.

2. Review classroom by asking children to tell what their favorite part of the room is. Let pairs of students demonstrate again how to behave there.

3. Tour parts of the school which kindergarteners use, e.g., media center, gym, milk pick-up. (Save office and nurse's room until later.)

C. How do rules help us at school?

1. Give children an example of a classroom rule, e.g., we walk in the classroom. Ask why the rule is important. Invite them to give other important rules for classroom behavior. Discuss relevant school rules and why they are important.

2. Conduct a language experience chart story about classroom rules.

3. Use a story from the DUSO kit (p. 15) to discuss rules.

4. Remind children of rules as relevant situations arise. (This is a "must" for at least the beginning two months.)

5. Role play situations with puppets in which a character has broken rules. Discuss the resulting consequences.

6. Continuously point out to individual children the consequences of their behavior as it affects others. State these consequences in a positive manner, e.g., "It hurts Susie when you hit her," "Bob is afraid of snakes. Please put away your toy snake."

7. Read a book about a character who broke rules, e.g., The Story about Ping by M. Flack & K. Wiese (Viking), The Poky Little Puppy by J. Lowrey (Golden Press), The Tale of Peter Rabbit by B. Potter (Warne), Where the Wild Things Are by M. Sendak (Harper). Discuss the consequences of each story character's behavior.

D. Who are the important people to know at school?

1. Invite the principal to class. Learn to say the principal's name. Invite children to individually tell and show their name(tag)s. Allow children to give principal a drawing showing something interesting about themselves.

2. Let children ask the principal personal questions. Invite the principal to bring pictures of family, dog, or house, to show that (s)he is "human," too.

3. Invite the principal to read a story to the class.

4. Talk about what a principal does. Take a walk to the office. Meet the secretary.

5. Invite the school nurse to visit. Get to know the person (see D2). Discuss what (s)he does. Visit the nurse's room. Let children stand on scale, lie on cot, and have bandaid put on.

Tools and machines help me and others work.

A. How do tools at home and at school help me work?

+1. Ask students to classify items from an assortment of tools or pictures of tools. Let them explain how they grouped them. Then allow another student to group them differently. Include such items as screwdriver, tape measure, screw, nail, hammer, chalkboard eraser, paint brush, scissors, sponge, can opener, rolling pin, spoon, stapler, hole punch, chalk, pencil, pen, ruler, eraser, broom, shovel, hoe, rake, watering can, magnet.

If a child suggests "tools at school" and "tools at home," review that classification. Otherwise suggest the category by separating the items and asking what they have in common. "Where would you be most likely to find them?"

+2. Put small tools individually into "feel it" boxes. Let students guess what they are.

+3. Provide the book, My Tool Box by A. & H. Rockwell (Macmillan) at a center for children to browse through and to which they can compare pictures and actual tools.

B. How do I use tools?

+1. Discuss the use of each tool. Practice using tools. Compare to trying to do a job without the tool.

+2. Assemble a prop box with several tools associated with certain jobs, e.g., plumbing equipment. Let children engage in role play with the materials.

+3. Begin a construction center, woodworking area, or work bench with assorted tools, e.g., hammer, saw, screwdriver, vice grip, nails, and wood scraps.

+4. Invite a potter, dentist, or tradesperson (especially a parent) to demonstrate tools and discuss their use of tools. These may be later put in prop box.

C. How do I care for the tools I use?

1. Assign weekly helper jobs to individual children who are then responsible for care and use of the tool, e.g., helper--water plants, tool--water bottle.

2. Organize the classroom so all materials have their own storage place accessible to children. Encourage children to put tools and material away during clean up time. It is very helpful to provide a system of organization for each material. e.g., blocks can be stored on shelves. Taped outline of each type of block indicates its shelf. Color- or shape-code all storage containers, bins, shelves and closets.

3. Provide ample opportunities for children to care for their environment, e.g., provide child-sized cleaning tools, brooms, mops, dust pans, dust cloths, sponges.

4. Provide cubby, box or space so children will have a place to store their tools. Put child's name or symbol over space.

I learn many things by sensing, sharing thinking and doing.

A. How do I use my senses to learn?

1. Take an observation walk. Play "I Spy with my little eye something that is (color)." Classmates take turns guessing.

2. Discuss how contact lenses and glasses improve vision while sun glasses protect eyes.

3. Record class singing and play back tape.

4. Explore rhythm band instruments.

5. Take a listening walk. Play "What Do I Hear?" where one child hears a sound and others try to guess it.

+6. Match pairs of sound boxes from Pringle cans or 35mm film canisters which contain same materials, e.g., rice, flour, sugar, beans, BBs, gravel, sand. Symbols on bottom make them self checking.

+7. Make tin can telephones with taut string between.

8. Discuss sounds made by musical instruments and animals.

9. Taste and compare salt, sugar; lemonade or baking chocolate with and without sugar. (Check food allergies of students before tasting foods.)

10. Close eyes and try to guess foods, e.g., carrot, peach, ice cream, cracker, peanuts.

11. Bring a bag of freshly popped corn into room. "What is it?" "How do you know?"

12. Brainstorm things that smell nice (e.g., some foods, flowers, perfume) and bad (e.g., skunks, onions, garbage).

13. Visit a greenhouse and smell different flowers. (Check student allergies before smelling items.)

+14. Put items with strong smells in opaque jars with holes in lids. Try to identify them.

+15. Create a touch center with items of different textures, e.g., variety of fabrics, carpet, fur, bark, sandpaper, metal, pine cone, feathers, foam rubber, cactus, rope, plastic wrap, hair brush, wood, paper.

+16. Let children make rubbings of leaves, coins, bricks, and shapes cut from sandpaper.

+17. Make pairs of "feel it" boxes for students to match.

+18. Make collages from fabrics, buttons, rice, crushed egg shells.

B. How do I learn by sharing ideas?

1. Provide for large or small group discussion of topics then take individual dictation. Make a language experience chart story.

2. In a small group, begin a story; then have each child add a sentence or idea until story is completed.

+3. Have children work in small groups to complete a project such as a wall mural, display or puppet show.

4. Read a book about sharing, e.g., On Mother's Lap by A. Scott (McGraw-Hill), Peter's Chair by E. Keats (Harper). Use puppets to role play sharing situations.

C. How do I learn by thinking and questioning?

1. Play the game "Twenty Questions" or "Concentration."

+2. Play a card game in which students match "books" of cards.

D. How can I show what I can do?

1. Encourage children to share their work by discussing it in groups after work times.

2. Continuously display children's art work.

3. Send an anthology of language experience chart stories home to parents.

4. Read a book about accomplishments, e.g., Do You Know What I'll Do? by C. Zolotow (Harper), Katy and the Big Snow by V. Burton (Houghton-Mifflin), The Little Engine That Could by W. Piper (Platt & Munk), Swimmy by L. Lioni (Pantheon), Rosa-Too-Little by S. Felt (Doubleday), Whistle for Willie by E. Keats (Harper).

5. Read and discuss a book about learning, e.g., When Will I Read? by M. Cohen (Greenwillow) or Leo the Late Bloomer by R. Kraus (Windmill Books).

I look similar to and different from everyone else I know.

A. What does my body look like?

1. Look in full-length mirror. Point to different parts of the body and name them.

+2. Use a magnifying glass to study hair and skin.

3. Make hand or footprints in plaster of Paris or with chalk or tempera on black paper. Affix with hair spray.

4. Trace bodies of each child on butcher paper. Cut them out and have children add their own features and clothing. During group time, hold up body tracings and have children guess who they are.

+5. Assemble jigsaw puzzles of faces and people cut from magazines.

6. Discuss whether or not the children have been told they look like someone else. Do they think so? Do they know other people who look alike?

7. Read a book about animals' bodies, e.g., You Look Ridiculous Said the Rhinoceros to the Hippopotamus by B. Waber (Houghton-Mifflin).

B. Why do people wear different kinds of clothes?

1. Describe clothes you are wearing right now. Does anyone else have on something like it?

2. Invite international parents in to show native dress.

+3. Dress up in adult clothes from home. Put on a fashion show. Let each child describe their own outfit.

+4. Collect different kinds of shoes, e.g., ballet and house slippers, high heels, boots, galoshes, loafers, sneakers, oxfords, booties, work shoes. Pantomime who would wear them. (This can also be done with gloves.)

5. How do we dress differently when it is cold? hot?

6. Read a book about clothing, e.g., How Do I Put It On? by S. Watanabe (Collins) or Animals Should Definitely Not Wear Clothing by J. Barrett (Atheneum).

C. How do we care for our bodies?

Set up weekly centers for:

+1. Shaving, e.g., mirror, razor without blade, sink with water, shaving cream.

+2. Teeth care, e.g., posters and charts on dental care, large set of teeth, large tooth brush.

+3. Dressing frames for buttoning, tying, zipping, snapping, buckling.

+4. Baby care, e.g., baby doll, sponge, Q-tips, diapers, baby clothes.

There are many different kinds of human and animal families.

A. Who are the people in my family?

+1. Ask children to bring pictures of their families. In small groups tell each other who they are.

2. Look at pictures from magazines of different kinds of families, e.g., mother, father, child(ren); mother, child(ren); father, child(ren); wife, husband, no child. Read All Kinds of Families by N. Simon (Whitman).

3. Discuss how mothers and fathers both help take care of children. "Who else cares for children (babysitter, siblings, friends, other relatives)?"

+4. Set up a housekeeping area using dolls children bring from home.

+5. Arrange pictures of men and women of different ages (infant, toddler, youngster, teenager, adult, elderly person) in sequence. For each ask, "Who do you know who might be that big?"

6. How do families change, e.g., births, divorce, deaths, get older.

7. Discuss family names. "What are the names of other people in your family?" "Do you know people who have the same first name?" "What is a brother? a sister? a twin?"

8. Read a book about new babies in a family, e.g., The Baby House by N. Simon (Lippincott), Go and Hush the Baby by B. Byars (Viking), Nobody Asked Me If I Wanted a Baby Sister by M. Alexander (Dial), She Comes Bringing Me That Little Baby Girl by E. Greenfield (Lippincott), That New Baby by P. Mann (Coward-McCann).

9. Read a book about ethnic families, e.g., Crow Boy by T. Yashima, Down, Down the Mountain by E. Credle, Gilberto and the Wind by M. Ets (Viking), Tikki Tikki Tembo by A. Mosle (Holt).

10. Read a book about family members, e.g., Grandmother and I, Grandfather and I, Sister and I by H. Buckley (Lothrop); A Father Like That, Big Sister and Little Sister, My Grandson Lew by C. Zolotow (Harper); Middle Matilda by W. Gromball (Knopf), Mommies at Work by E. Merriam (Knopf).

B. In what types of homes do people live?

1. Discuss differences among houses, apartments, duplexes, condominiums and mobile homes.

+2. Encourage children to draw a picture of their home.

3. Read a book about homes, e.g Apt. 3 by E. Keats (Macmillan) or The Little Igloo by L. Beim (Harcourt).

C. What traditions does my family observe?

1. Discuss things which families do on certain days of the week, e.g., go to church, read a story, watch a football game.

2. Discuss holiday celebrations from the family perspective as they

come up during the school year. (Exercise restraint to limit discussions of holidays to no more than one or two weeks in the classroom.)

3. How are birthdays celebrated by our families?

D. About what animal families do I know?

1. Discuss pets in the children's families. Do they have names? Have any pets had babies?

2. Study pictures of animals showing babies and parent(s), e.g., cows, dogs, birds, deer, elephants, insects. Match pictures of animal babies with their parents.

+3. Discuss the kinds of homes in which animal families live. Make a three-dimensional bulletin board on which child matches animal with its home, using yarn for matching.

4. Discuss how we take care of our pets.

5. Adopt a pet for the classroom. Discuss the responsibilities of caring for it. Assign pet helpers. Allow a different child to take the pet home on a weekend or over vacation.

6. Read a book about animal families, e.g., Make Way for Ducklings by R. McCloskey (Viking); Bedtime for Francis, A Baby Sister for Francis by R. Hoban (Harper); The Runaway Bunny by M. Brown (Harper).

MYSELF

UNIT VI: MY FEELINGS

I express feelings about myself and others in many ways.

A. How do I like myself?

1. Provide activities in which each child can experience success. Give feedback often.

2. Use positive guidance techniques.

3. Greet each child personally at the beginning of the day .

4. Conduct some self-concept activities (p. 125).

5. Read books about characters with a positive self-image, e.g., I Like To Be Me by B. Geddes (Viking), Just One Me by A. Brothers & C. Holsclaw (Follett), Little Bear by E. Minarils (Harper), No Good in Art by M. Cohen (Greenwillow).

B. How do I express my feelings?

1. Pantomime how people act when they are happy, sad, bored, frightened. Provide specific examples to act out, e.g., must stop playing a game, must stop watching TV, thunder rolls and lighting strikes, must leave grandmother's house, just got a nice present.

2. Discuss why people sometimes cry when they are happy, (e.g., at weddings, surprises, movies, beauty pageants) or laugh when they are sad (e.g., play a prank on someone, someone falls down).

3. Plan to do something at home or at school to make someone else happy.

4. Develop the understanding that other people have feelings, too by reminding them of others' feelings.

5. Read a book about different kinds of feelings, e.g., Goodnight Moon by M. Brown (Harper), Love Is a Special Way of Feeling by J. Anglund (Harcourt), I Was So Mad! by N. Simon (Whitman), The Temper Tantrum Book by E. Preston (Viking); The Hating Book, The Quarreling Book, William's Doll by C. Zolotow (Harper); Staying Home On a Rainy Day by C. Iwasaki (McGraw-Hill), Alexander and the Terrible, Horrible, No Good, Very Bad Day by J. Viorst (Atheneum).

C. How can I express my feelings so others will understand?

1. When children are angry or sad, encourge them to say how they feel with words, not fists. Encourage children to verbalize feelings and to listen to feelings of others.

2. Role play a situation with puppets in which one child hits another. Discuss the child's feelings and alternative ways of expression. See DUSO kits (p. 15).

3. Read a book about acceptable ways to express feelings, e.g., Let's Be Enemies by J. Udry (Harper) or Joy by M. Boyd (Gibsen).

D. How do I feel when I am well and when I am sick?

1. Discuss what happens to make our bodies hurt, e.g., bruises, catch colds, tired, break bones. How do we know when they happen (hurt, fever, sleep)? How do we express those feelings?

2. Invite a doctor or nurse to discuss healing broken bones, applying casts, using crutches.

Have a child tell about it if they had a broken bone.

3. When a child has a prolonged illness, have children write a cheer-up letter.

4. Set up a hospital center with a cot for a bed, bandages, stethoscope, doctor's instruments, doctor's and nurse's clothes and dolls for patients.

5. Discuss what happens in a hospital. Contact the local hospital for films and resources to ease children's anxiety about hospitals.

6. Read a book set in a hospital, e.g., Madeline by L. Bemelmans (Viking), A Visit to the Hospital by F. Chase (Grosset & Dunlap), I Think I Will Go to the Hospital by J. Tamburine (Abingdon).

MYSELF

UNIT VII: HOW THINGS CHANGE

Everything, including me, changes over time.

A. How will I continue to change?

1. Have children bring baby pictures from home. Display them and have children guess who each one is. Include yours.

2. If possible, show pictures of children taken at the beginning of the year and discuss how they have changed, e.g., lost teeth, haircuts.

3. Have parent bring an infant to the classroom. Discuss all the things the baby will learn before coming to kindergarten, e.g., talk, walk, ride tricycle, make friends, share toys, learn name. Then ask a fifth or sixth grader to tell things learned since kindergarten.

+4. Compare a height chart you made at beginning of year to a new height chart.

B. How will other things continue to change?

+1. Grow plants. Discuss their stages of growth.

2. Walk around the school and yard. Has anything changed since school started, e.g., new paint, an addition, landscaping, new houses in neighborhood?

3. Discuss ways in which houses change, e.g., new paint, an addition, new shutters.

4. Discuss how plants and trees change colors, grow if cared for, and die if neglected.

5. Discuss death of animals. Read The Dead Bird by M. Brown (Harper) or The Tenth Good Thing About Barney by J. Viorst (Atheneum).

C. How does change take place in days and seasons?

1. Conduct language experience chart stories about what happens in the morning, afternoon, evening, night.

2. Have children create a display of changes in nature in spring, fall, winter, summer.

3. Show pictures of seasonal activities, e.g., getting out of school, swimming, beginning school, skiing. Have children classify by spring, summer, fall, winter.

4. Read in books how days and weather change, e.g., One Day in Maine by R. McCloskey (Viking). Winter's Tales by M. Foreman (Doubleday), The Storm Book by C. Zolotow (Harper), Seasons by J. Burningham (Bobbs-Merrill), The Snowy Day by E. Keats (Viking).

D. What things are older and younger than me?

1. Provide pictures of people, animals, and objects which are old and young. Have child classify "younger" or "older" than me. Prepare scrapbooks of "Things Older Than Me." Later create "Younger Than Me" scrapbooks.

2. Invite grandparents into classroom to talk about olden times or conduct olden times activity like candle making. Set up antiques center filled with obsolete items.

In my personal space, I can move many ways.

A. What is space?

1. "What can you do to take up as little space as possible?" Pat the empty space around each child. "What can you do to take up a lot of space?"

2. Provide individual ropes or yarn. Ask children to make a circle with it. Have them put part of themselves inside the circle then outside the circle.

3. Play "Hokey Pokey" and "Simon Says" using left and right frequently.

B. What are some of the space words I use and hear?

1. Discuss the meanings of over, under, around, through, on top of, down, inside, outside, behind, left, right. Show pictures of objects which represent these words. Ask children to explain their meanings.

2. With individual ropes (A2) ask children to go over the rope, under it, around it.

C. How do I move in space?

1. Play follow the leader going over, under, through and around boxes, desks, chairs, playground equipment, fences, hydrants.

2. Make "Angels in the Snow." Have children move arms and legs in jumping jack style while lying on backs. Vary the directions, e.g., "Move left leg," "move both arms," "move right arm." This can be done in grass or on the floor if there is no snow.

3. Set up a tunnel by draping a blanket or tablecloth over chairs. Let this become personal space for private time when a child can look at a book or do another individual activity.

4. Provide opportunities for the children to freely explore space and move forward, backward, up, down, around, over, under and through.

5. Discuss taking trips to visit relatives who live near and far away. Read the first story in Tell Me a Mitzi by L. Segal (Straus).

My important time units are days, weeks, months, and years.

(Clock time is usually introduced later in the primary grades.)

A. What is a day?

1. Provide self-correcting sequence cards for putting pictures in sequence to tell a story.

2. Discuss what the children do first in the morning, then second, third, next. Write a language experience chart story in sequence.

3. Prepare a pictorial calendar for the current month on a large bulletin board or piece of butcher paper. At the end of each school day, pin a three-dimensional object (preferable) or picture to that day's square to remember the day. Allow children to select the event which they feel was most memorable.

4. Use pictorial calendar when developing concept of yesterday. "What did we do yesterday?"

5. At the end of the school day, begin talking about tomorrow as a way to develop the concept.

6. Talk about the names of days (e.g., Monday).

B. What is a week?

1. Explain the number of days in a week.

2. Use the pictorial calendar frequently to review what we did a week ago. (This develops a feeling for how long a week is.)

C. What is a month?

1. Draw a picture on the calendar for each three-dimensional object at the end of the month. Save the pictorial calendar so you can periodically review what we did a month ago.

2. Explain that months also have names.

D. What is a year?

1. Ask children to bring photos of themselves about a year ago. Compare with now.

2. Discuss where they were a year ago, e.g., preschool, lived in another city, staying with sitter.

3. Explain that a year is named with a number.

4. Observe children's birthdays if they occur during the school year. If they fall during a vacation, either celebrate their half-birthday or let them choose when they want to celebrate it so the entire class can share.

RESOURCES FOR MYSELF

Kindergarten Keys Teacher's Guidebook by Nell Nale et al. Oklahoma City: The Economy Company, 1975.

A comprehensive kindergarten curriculum correlating experience activities in science, social studies, language arts, mathematics, art, music and physical development. Besides plans for fourteen units, it includes special features on understanding kindergarten children, organizing and managing the classroom, and planning the first day.

My Friends and Me by Duane E. Davis. Circle Pines, MN: American Guidance Service, 1977.

A kit of materials--dolls, song cards, cassettes/records, story books and pictures--which make up 190 lessons of 20 to 30 minutes each. While intended for pre-school, it is most appropriate for kindergarten.

Developing Understanding of Self and Others (DUSO) Kits D-1 and D-2. Circle Pines, MN: American Guidance Service, 1970.

Kits of puppets, stories, cassettes, records for lessons on self, feelings, choices and consequences.

Resources for Creative Teaching in Childhood Education by Bonnie Mack Fleming, Darlene Softley Hamilton, & Joanne Deal Hicks. New York: Harcourt, Brace, Jovanovich, 1977.

A large resource guide of centers, trips, books, music, fingerplays, games and art/craft activities on seven units: self-concept, families, family celebrations, seasons, animals, transportation and the world I live in. Many activities, however, are not appropriate to kindergarten but are better suited to the early elementary years.

Moving Learning Action Pack from McDonald's Action Packs, Box 2594, Chicago, IL 60690.

A 12-page teacher's guide and phonograph record on basic creative movement.

100 Ways to Enhance Self-Concept in the Classroom by Jack Canfield & Harold C. Wells. Englewood Cliffs, N. J.: Prentice Hall, 1976.

These activities may be used by teachers or parents to provide positive support to children. Activities are categorized into seven units: building the environment, my strengths, who am I?, accepting my body, where am I going?, language of self, and relationships with others.

My Groups

I. My room
   - A. How I get there
   - B. My special place
   - C. My teacher
   - D. My friends

II. My school
   - A. Places in school
   - B. Living at school
   - C. Helping each other
   - D. Outside my school

III. Working at school
   - A. My responsibilities
   - B. Other workers
   - C. Cooperating with others
   - D. Solving problems

IV. Me--I'm special
   - A. A look at me
   - B. Things I can do
   - C. My thoughts and ideas
   - D. How I change

V. Families
   - A. Families like mine
   - B. Families different from mine
   - C. Family celebrations
   - D. Family groups

VI. My family
   - A. My place
   - B. Where we live
   - C. Favorite activities
   - D. My larger family

VII. Working in my family
   - A. My responsibilities
   - B. Being needed
   - C. Needing my family
   - D. Needing others

VIII. Me and others
   - A. Me and my friends
   - B. Others are special
   - C. Special groups

IX. Working in groups
   - A. Working
   - B. Helping
   - C. Being helped
   - D. Being courteous

My room at school is a special place in which to learn, work, and live.

A. How did we travel to our room at school?

1. Prepare a display of modes of transportation used by your students, e.g., shoes for walking, a toy school bus, a car, a van. Place these models on a table. As you call attention to each model ask the children who came to school by (bus, car) to stand. Ask, "Who drove the vehicle?" "What did you see on the way to our school?" Allow students to play with the models at free time. Add pictures of children in cars, walking, school buses, and vans.

2. If many children traveled to school in a bus or van, take a mini-trip to the bus. You may need to arrange to have the bus brought to campus if it is not parked there. Explore the bus, its door(s), steps, seats, windows. Talk to the bus driver. Ask the children what they like about riding the bus. Ask what rules might be important on the bus.

3. Assign buddies for a mini-trip. Each student is to hold the hand and walk beside the buddy. Take a mini-field trip to the restroom, if in the room, or away from the room. Explain the procedure for going to the restroom. Show children door markings, sinks, towels, all important details. Make sure every child understands where the restroom is and how to go there. If the restroom is in the room, a sign may be posted on the door to indicate its use.

B. What is my special place in my room at school?

1. Show each student a special place with the student's name on it. This might be the desk, a tote tray, a locker, and/or a spot in the circle. Ask what the special place is for. Have students join hands and walk around in a circle to music. When the music stops they are to move to their special place. Repeat several times.

2. Cut outline hands from construction paper. Have magazine pictures of several places in the room, e.g., plants, book shelves, trash cans, fish bowls, students' desks. Let students paste the pictures on the hands to show that they will help take care of it. Have a student put a hand by the place it represents. Ask what might be needed at each place.

+3. Keep several mats or small rugs rolled up with games and puzzles. Tell the children that the mat is their special place when playing with the game. (This also helps children keep all the pieces of a game or puzzle together.)

4. Play "Find It." Ask children, "Who can find Jimmy's special place?" Repeat several times for different children to familiarize them with each other's names and places.

5. Conduct some self-concept activities (p. 125).

6. If a child is absent, encourage children to make hurry back cards for the child at an art center. Take or send the cards to the absent child (find a family member in the school, find a neighbor, or call the family to pick up the cards). Write a "We miss you" message. Welcome children back

after absences to let them know they have a special place at school.

C. Who is my special teacher?

+1. Provide a picture of yourself (the teacher) for the room (as large as posssible, preferably 8"x10"). Tell the students your name, showing a word card 4"x12" or 18". Place these on a low bulletin board or the inside of the door. Tell the students a little about yourself. Place the word card "teacher" under your picture and name. Add pictures of your family, pets, home, activities.

2. Write a language experience story about yourself. See if students can match your name card to your name in the story.

+3. Ask students what teachers do. After several suggestions, explain more about what teachers do. Show teacher tools, e.g., chalk, books, paper, and word cards for each tool. Prepare a sheet of paper with a message to take home, e.g.,

Dear Parent,
My special teacher is Mrs. Jones. We work and learn together. Mrs. Jones' telephone number is (school or home phone).

+4. Purchase a white bed sheet or large piece of white cloth. Using permanent markers of various colors, mark off 4" to 6" squares in black lines. Assign each child several squares in different portions of the cloth on which to draw pictures. Encourage verbalization before and after the activity. Write the child's name on the pictures. Soak the cloth in cold salt water (2-4 boxes per 5 gal. water) for three days; line dry. Fashion a smock, pinafore or curtains of the cloth.

5. Role play welcoming visitors into the classroom.

+6. Discuss other teachers, e.g., student teachers, substitute teachers, content specialists, special education. Make a list of those names volunteered by children. Ask children who know these teachers to tell something they do. Ask for ways we can help the other teachers. Have children draw a picture of one other teacher, write the name of the teacher on the picture, take it to the other teacher, if possible, and tell what (s)he is doing in the picture.

+7. Make a filmstrip or slide-tape show of "My Life." Add scenes of you (the teacher) in your home, getting to school, with other teachers, with immediate family members, with extended family members, in special groups, with pets, and in other scenes that represent topics studied in this publication.

D. Who are my friends?

+1. Make a word card, "friends." Ask what a friend is. After several responses ask who anyone has for a friend. After several responses, have students draw a picture of a friend. (Perhaps you or an aide could take dictation about the picture to attach to the picture.) Use "My Friend" sheet (p. 141).

2. Name in unison each child in the room. Have each child's name on a name card. Draw a name card and find the student with that name tag. Later let students draw the name card and match names to students.

+3. Point to an object in the room that belongs to a student e.g., coat, tote tray, shoe, desk, and say "This is (Jimmy's) coat. Whose coat is this?" Students repeat, "This is Jimmy's coat." Continue for several objects. Make word cards for the objects, e.g., Jimmy's coat, Laura's desk. Later, gather word cards into a pile. Read each and see who can put the card in the right place.

4. Role play friends together. Ask for volunteers to act out being with a friend. Role play meeting new friends and asking them to play.

+5. Bring a toy or item from home to share with the class. Place items on a table. Have each child select an item for a friend at play time.

MY GROUPS UNIT II: OUR SCHOOL

Our school has many people who learn, work, and live together.

A. What are the many places in my school?

1. Take a buddy mini-trip to the principal's office. Look for the principal's name, special belongings (pictures, chair, briefcase), tools (pens, paper, books, telephone, intercom system), helpers (secretaries, student assistants, assistant principal). Ask the principal what (s)he does for "our school." (Prepare word cards ahead of time for principals' name, tools, helpers.)

+2. Write an experience story based on what the children recall from the trip. Write the words exactly as the children offer them. Have children match word cards to the words in the story. Ask children to draw or paint a picture of the principal in the office. Display pictures with the story on a bulletin board or in book form for the reading center. Use the story for phonics and word recognition lessons.

3. Take other mini-trips: cafeteria, kitchen, custodian's room, playground, gymnasium, traffic/safety patrol, an upper grade room, health room, boys' and girls' restrooms, teachers' lounge, parking lot, library, work room or other places in your school.

+4. Make a map of the school building as it is explored. Provide an outline of the building with rooms drawn in on a large sheet of butcher paper. Work on a surface (floor or table) with the map placed in the appropriate directions. Color, print or use markers for articles and people in each room as exploration continues. Lead exercises in finding each place or each person visited on the map from time to time. Keep the map on a flat surface in the appropriate directions.

+5. Invite children to compose, write or draw a thank-you note to the person hosting each mini-trip. Encourage the child to compose the note instead of copying. If any copying is employed, give the child the note on a sheet of paper to copy from the desk instead of from the board to minimize difficulties in visual memory and eye-hand coordination.

B. How do we live at school?

1. Make a chart with two sides titled "Living at School/Living at Home." Let children volunteer things they do both at home and at school, e.g., wash hands, use restroom, read books, eat, brush teeth, rest, play.

Make or cut out pictures of each activity and place on the chart side by side under home and school.

2. Discuss their favorite parts of the school building and grounds. Write a language experience story about the favorite part of the school. (Encourage children who can write to compose their own stories.) Make pictures to accompany the story or individual stories. Arrange on a bulletin

board or into a book. Use for reading lessons, e.g., phonics, word recognition, comprehension.

3. Together plan ways to make the classroom more homey, e.g., flower arrangements, pillows, rug in a reading center.

4. Eat together in the classroom for one day a week or for a week at a time. Have children help provide place settings and student-decorated tablecloths, placemats, centerpieces.

5. Decide on a class name for the school "family" or group. Make a sign for the door.

6. Form a room-parent organization. Encourage parent volunteers (p. 138) to help make the room more livable.

C. How can we help each other at school?

1. Encourage children to help each other as incidental needs arise, e.g., tie shoes, complete papers, find materials, use equipment. Avoid doing for the child but emphasize self-help and helping each other.

2. Arrange with the library for a small group to visit the library once a week to dust the books and shelves. Prepare a badge for the helpers, e.g., Library Helper or Classroom Helper.

D. What interesting things are found outside my school building?

1. Take a buddy mini-trip outside the school. Discuss the building's material, color and compare the height of the building with the students' heights. Count the windows. Compare different kinds of windows.

Discuss the grounds, its foliage, playground surface, and playground equipment.

2. Take a buddy mini-trip outside to analyze the grounds. Find examples of as many colors as possible. Inside make a chart with a square of each color at the top. Under each color list words and pictures of items the children saw. Discuss which color is most represented and which color is least. Why?

3. Find a part of the building, fence, dumpster, playground, or sidewalks on which to paint a mural. Allow students to paint large plants, flowers, self-body portraits and animals with poster paints and large brushes. (Arrangements should be made with the administration for this activity.) Students should wear paint smocks made from old shirts or other clothes.

We have many responsibilities at school.

A. What are my responsibilities at school?

1. Propose a rotating slate of class workers who have daily duties for a week. Duties may be checking the floor for trash, moving chairs at the end of the day, watering plants, feeding fish and animals, straightening books, welcoming guests. Make a Responsibilitity Chart for the door with the duty and the child's photograph on hands (A2, p. 17).

2. In separate sessions, discuss how to care for different items in the room, e.g., record player, tape recorder, kleenex box. Always ask children first how the things need to be cared for, then add appropriate information if needed.

+3. Invite children to draw pictures of themselves caring for something in the room. You or an aide ask the child what (s)he is caring for. Write or type in primary-type, "I am ...." on a paper to attach to the picture.

4. Display pictures of children at school. Ask "What do you think the children are doing? Why?" List responses on the board. Ask, "Which of these can you do to keep or make our school better?" Underline or circle the responses. Follow through with responsibility assignments or previously arranged responsibility assignments.

B. Who are the workers at my school?

1. Invite several school workers (A1, p. 33) to the class to discuss their jobs (p. 132). Make word cards for workers and tools.

2. As school workers visit the classroom, cumulatively organize a bulletin board to be put into book form later. Include a photograph of the worker, a language experience paragraph, e.g., "This is Lori Green. Lori is our secretary. She uses a typewriter, a pencil, a telephone pad...." Display on the bulletin board entitled School Workers. Each paper can be a page in the book with the same title later.

+4. Ask one or each child to write or draw a thank-you note to each visiting school worker. In the note, invite the worker to view the "School Workers" bulletin board or book. (Encourage the children to compose the message rather than copy a message.)

+5. Place the pictures of the school workers on the chalkboard tray or on the floor with children gathered in a circle. Ask a child to arrange the workers in groups that belong together and to think of a name for each group of pictures. Invite other children to group them differently. (If children are hesitant, you may precede this activity by arranging the workers into groups and telling the children the name of each group, e.g., Outside Workers and Inside Workers. Regroup and ask, "What shall we name this group?" until responses begin.)

C. How can we cooperate with each other?

+1. Organize children into groups of three or four to make

puppets. Provide each group with only one pair of scissors, one bottle of glue, one needle with thread, and plenty of materials, e.g., socks, buttons, yarn. Ask children what will happen with one pair of scissors, one glue bottle, one needle. Encourage children to practice taking turns.

+2. Ask a group of two to four children to perform a task such as dust the erasers. Have children make a plan to cooperate as they accomplish the task.

D. How can we solve problems at school?

1. As problems arise in the classroom discuss and role play several solutions. Use the method described in Role Playing for Social Values (p. 35).

+2. Plan together a food to prepare. Ask children to list needed ingredients and where to get them. Ask children to list needed tools and where to get tools. Let children plan the steps needed to prepare the food.

3. Set up a problem to be solved with no instructions from the teacher. For example, a book with a worn cover, a game with a missing piece, a pile of papers for the class. Ask children for solutions to the problem. List on the board. Have children select a solution from the alternatives. Repeat this procedure for as many classroom problems as possible during the year.

I'm me, I'm special; there is no one else just like me.

A. Who am I?

1. Provide each child with a hand mirror to look at themselves. Have several children say, "I see me. I see ..., e.g., blue eyes, freckles."

+2. With the hand mirror, have children draw a picture of their face to actual scale. (Cut an outline of the head to fill in; you may draw a quick frontal silhouette with an overhead projector light on papers.) Encourage them to look at their nose, mouth, smile, hair. Write "I'm me. I'm special!" on each sheet of paper.

3. Have each child lie down on a piece of paper as large as the body. Trace and let the child draw in features and clothes. Older students can help cut out figures. Place in the hall with hands and arms entwined as children wish or in seats for parent visitation night or around the room on the wall. Put the child's name on the figure as a name tag.

+4. Cut poster board for each student name tag. Provide a white paper with the name in dotted letters. Students trace and cut out the name then paste it on the poster board. Strings may be added for a necklace. Name tags may be used to match children, to be worn everyday, used for traffic control to learning or interest centers, for body picture identification.

5. Conduct self-concept activities, p. 125.

B. What am I able to do?

1. Ask children to pantomime something they can do while other children guess what it is.

2. Lead an "I can do" discussion. Ask students to complete the sentence, "I can ..." You complete the sentence yourself from time to time.

+3. Let children prepare a scrapbook of "Things I Can Do." Magazine photos or drawn pictures may be used to illustrate the book. You or an aide write on each page what the child can do, e.g., "I can ride a bicycle." "I can run." This activity can last several days or weeks.

C. What thoughts and ideas do I have?

+1. Use the previously made body pictures for a dream collection. Ask children what they think about. Make a dream cloud to put over the head of the body picture. Children (a few at a time) draw pictures, cut out magazine photos or use photos from home to show what they dream or think about.

2. Make a practice to use the question, "What do you think, (child's name)?" in any discussion.

+3. Make a bulletin board called "My Favorites," which can be changed from time to time. Give each child a circle of construction paper. Children cut and paste a magazine picture of their favorite (food, toy, person, color, kind of pet) on the circle. Add the child's name card to the bottom of the circle. Let each child pin the circle on the bulletin board. Emphasize different favorites.

4. Ask children to watch a younger child or baby do something they can already do. Have the children ask an older person at home about how they learned to do something the child is unable to do.

5. Ask children what they can do for younger children. Plan together a song or puppet show for a kindergarten class. Plan together a visit to a younger class to play with younger children, teach them to tie shoes, teach them a game, care for the aquarium, or some skill that the first graders can share. Discuss the skills the first graders have that they did not have a year ago. Visit a class of older children to allow the older children to share a similar skill with the first graders. Discuss things that the children cannot do now but will learn as they grow older.

+6. When the children first begin to read, tape record them reading a short passage on individual cassette tapes. (Parents may be asked to provide tapes.) Date the tape. Repeat periodically. Let children select their own recording. Let the child listen to each recorded passage to note reading progress over the year.

7. Keep an individual file for each child. Enter samples of writing and drawings at nine week intervals. Periodically show each child the sequence of writing samples to note progress.

+8. Make a set of picture cards with words representing getting to school, an exclusively morning activity, lunch, an exclusively afternoon activity, and leaving school. Have children sequence the activities on a manipulative time line.

9. Prepare clock faces (that match the room clock in size and color) of important times, e.g., lunch, recess, pick up time. At the time of the event put the clock face next to the clock. Thereafter, post the clock face representing the next event for children to watch to match.

+10. Make cards for each day of the week. First have children sequence the school days on a manipulative time line, then add weekend days.

D. How do I change as I grow older?

1. Each day use a large class calendar (expand, p. 142) to look at the name of the day and count the days in the week. At the beginning of each week have children note the birthday in the week (if there is one). Place a picture of the birthday child on the day. On the birthday have the child stand, class sings "Happy Birthday." Let the child be King or Queen for the Day and wear crown (foil, plastic, glitter). Let the birthday child lead the way to lunch, take messages to the office, pick first on activities. After each day add a picture to the calendar. Note concepts of a week or month by looking at the pictures.

2. Before a birthday ask the family to provide a baby picture. Use a current picture and the baby picture for a "You've Come a Long Way, Baby" spotlight bulletin board. Include current work, pictures, photos, drawings of pets or family. Do the same for your own birthday.

+3. Prepare a packet for the birthday child. Include favorite pictures, dot-to-dot puzzles, a jig-saw puzzle made from a picture

of the child's favorite pet or book character, favorite T.V. character, the child's name in letters to spell out, the child's address and telephone number to copy, a birthday card (in black and white to color), an inexpensive picture book, a number with a concept card, a special message from the teacher. Try to include puzzles, writing, coloring, reading, and number activities.

4. Let students with vacation or summer birthdates pick a day during the year to celebrate their birthday so each child gets a special celebration.

5. Invite a mother and an infant to visit. Observe the size of the baby's hands and feet, mouth, how it eats, sleeps, dresses. Encourage questions and information. Allow touching of baby's feet rather than head or hands for health and safety reasons. Dust the baby's feet and hands with talcum powder and make prints on dark paper. Compare baby's prints with prints of children's hands and feet. Write an experience story.

+6. Let children keep a scrapbook "How I Change." Include dated samples of writing their name, their height, photographs (especially when teeth are lost, hair style is changed, seasonal clothing changes), physical skills gained (splits, cartwheels, bicycle riding), shoe sizes, clothing sizes. Send the book home at the end of the academic year.

MY GROUPS UNIT V: FAMILIES

Families are alike and different.

A. How are families like mine?

1. Display pictures of families of multi-ethnic groups and animals. (Mix family age and sizes; include one-parent and multiple-adult groups.) Discuss each picture. Have children point out members: mommies, daddies, aunts, uncles, grandparents, children, cousins. Add photos of children's families.

2. Draw pictures of family members. Group pictures that are alike in some way. Regroup.

B. Where do families live?

1. Note ethnic families represented in your class. Invite a family member to school to share ethnic customs, dress, dances, food or language (p. 132). If no ethnic families are represented, find friends of the family or neighbors to a child. Discuss differences and likenesses.

2. Draw pictures of family home. Group pictures that are alike in some way. Regroup.

C. In what ways do families celebrate?

1. Use the following form to interview families. Do not pressure children who did not return the form.

FAMILY CELEBRATIONS TALK-ABOUT

My name is_____
My family's favorite celebrations are_____
_____
My favorite celebration is_____
_____
At this celebration we_____
_____

2. Ask volunteers to direct a skit depicting a celebration in their family.

+3. Ask children to tape record an account of a favorite family celebration. With primary-type prepare the story to put into book form. The child can illustrate the book and give to the family as a gift for Christmas, Thanksgiving, or any celebration. Use fabric scraps for clothing and colors in the illustrations.

+4. Invite parents to demonstrate cooking a favorite family holiday food, especially an ethnic food. Encourage parents to allow children to help measure and mix when safe. Ask a child or children to write or draw a thank-you note to the parent(s). (When children cannot write all words, a rebus may be substituted.) Write an experience story.

D. To what groups do my family members belong?

1. Have children ask their family about the groups to which family members might belong, e.g., church, sports team, committee. Ask children to tell about a group and share something about it, e.g., a photograph, a tool, clothing, a banner, a trophy. Use "Group Activities" form (p. 142) to interview a family member.

+2. Make a mural showing family members participating in different groups. Encourage children to discuss their part of the mural while you write statements by the pictures. Have children whose families belong to the same groups work on pictures side by side.

My family is special.

A. What is my special place in my family?

+1. Obtain a pair of hamsters, guinea pigs, rats, mice or gerbils to observe. Let animals mate and raise a family. Compare the baby's place to the child's place in the family.

+2. Let the children write names of their family members on cards. Sequence by age from oldest to youngest.

+3. Encourage children to put on a play or puppet show of their own family, assigning roles, props, and costumes.

B. Where does my family live?

1. Tell the children they are going to play a game about being lost. Ask how it feels to be lost; pantomime how they feel. Ask who might help them find their home; how they could tell someone where they live, how they could let their family know they were all right. Let one child wear a police officer's hat and assume the role of the officer while other children pretend to be lost. Have the police officer ask where the lost child lives and the lost child tell the address and telephone number.

2. Dial a play telephone to call home to tell the family that the child is lost. Practice calling the operator to tell their name and that they are lost.

3. Put a simple map of the school attendance area on a table. Locate a map pin on the street where each child lives. Around the map put pictures of the children and/or their houses with the address printed underneath. Run yarn from the map pin to the picture. Add a picture of the school.

5. If possible plan trips to the home of a teacher or child (p. 132). Select those that are different in style or type, a residential home, an apartment or a mobile home. Plan a special activity related to the trip, e.g., explore a backyard, see a pet. Locate the home on the map. Write an experience story about the trip. Compare home styles, sizes, types, distances.

6. Take a mini-field trip around the block in a residential area to look at different kinds of housing (p. 132). Talk about what each house is made of, number of floors, design, color and style. Contrast how each is different, how they are similar. Write an experience story.

C. What are my family members' favorite activities?

1. Prepare a "Family Talk-About Form" (p. 27) for children to use when interviewing their families for favorite family activities. Chart the types of activities.

3. Invite parents one at a time to visit school and tell about a family activity (p. 132). Have the parent bring articles and wear special clothing used in the activity. Prepare word cards for the dress items and tools. Take a picture of the child and the family member. Let the child prepare a bulletin board of the picture and the word

cards and perhaps other magazine pictures of the activity.

+4. Write family members' names on a sheet of paper. Ask children to think of T.V. characters who have the same first name; write these under the name. Ask children to list book or story characters with the same name. Also, add to the list characters whose names begin with the same sound.

D. Who is my larger family?

1. Prepare word cards of the following vocabulary words:

mother	cousin
father	grandmother
family	grandfather
sister	children
brother	mommy
aunt	uncle

Let children choose a card and tell about someone in their family who has the position on the card.

+2. Encourage children to bring photographs of their parent or guardian (use the term "some older person at home" when appropriate to provide for children living with adults other than parents) when young with their family of parents and/or brothers and sisters. Encourage children to identify the persons in the photographs. Write name cards for the persons, e.g., Uncle Joe, Grandma Smith.

3. Have children visit with an older person, perhaps a grandparent, about their life when they were six- or seven-years-old.

4. Invite a senior citizen to class to tell about their childhood. Encourage them to bring photographs and articles used.

+5. "Adopt a grandparent" as a class or as individuals. Find out information about the person's family, birthday, favorite things, and send notes, cards, gifts at appropriate times. Invite those who can to eat lunch at school and read to the class. "Adopt a grandparent" programs are organized by many nursing homes, churches or synagogues. If you cannot find an organized program, develop your own through a local institution.

+6. Select an arbitrary Grandparents Day for your room to celebrate. Help those children who don't have grandparents to adopt a grandparent or encourage other children to share their grandparents. Prepare gifts, letters, and cards to send. Mark the day on the calendar with a picture of older people cut from a magazine.

7. Have children role play people older and younger than themselves with a partner. Discuss the differences.

+8. Provide pictures of people at six or seven ages from infant to senior citizen. Have children sequence according to age. Use real people to sequence. Use dolls to sequence. Make a chart:

Older than Me	Younger than Me

MY GROUPS

UNIT VII: WORKING IN MY FAMILY

My family needs the work that I and others do.

A. What are my work responsibilities in my family?

1. Ask children to list their responsibilities or chores at home. Write an experience story using volunteered statements. (All children need not respond. A sampling is all that is needed.)

+2. Ask children to draw a picture of their family. Have them write the names of each person and pets. Ask children to tell chores each person has in the home.

+3. Ask children to write a letter to their family suggesting a chore they will do. Mail the letters with real stamps. If possible, walk to an outside mailbox to mail letters.

4. Plan a pet show one day or show a few pets each day for a week. Encourage children who do not have small pets to discover temporary pets from nature, e.g., ladybug, cricket. As children show the pet, have them tell how they care for it. A "small pet" show limited to pets that can be contained in two hands might be desirable.

+5. Make a mural showing children caring for pets. All children may participate even if they do not have pets. Plan the mural so that all facets of pet care are included. Make advertisements for the pet show.

6. Have children make a model or draw a picture of their room as if they never picked up their clothes or toys. Then make a model or draw a picture of their room after they pick up toys and clothes.

B. How does my family need me?

1. Make a list on board or chart paper of ways your family needs you. Help children think of emotional and social needs as well as physical needs.

2. Role play playing with brothers and sisters. Have children close their eyes and imagine a good time with their family.

3. Develop a list of words and phrases children may use when they feel good. Have children close their eyes and imagine a bad time with their family. Develop a list of words and phrases children may use when they feel bad. If profanity is used, encourage children to think of another word to use but do not write the profanity on the list. (If children ask why you did not write the profane word on the list, explain that you prefer not to use the word in your class without reference to good or bad. This may help children see that values differ from adult to adult.)

4. In response to roll call, have children tell what they think their family most needs them for or best likes about them. On another day tell one thing they are proud that they accomplished at home or tell one thing they like to do for their family in response to role call. (Allow children to pass if they wish.)

+5. Have each child keep a chart listing a duty or duties. Make a tally by the duty each time they perform the family or pet responsibility.

6. Role play their pet when it is not fed, watered or taken care of.

C. How do I need my family?

1. Ask children what stories are told in their family. Ask them to bring their favorite storybook from home to have read to the class.

2. List a need that the family can provide beginning with each letter of the alphabet. Make a word card for each. Illustrate or cut out magazine pictures for each letter.

3. Have children compose and write their own thank-you note to a family member who met their needs in some way.

4. Have children list their needs on paper or dictate them for you or an aide to write. Then have them pick the three needs that they consider most important. You may bring in a class of older children to take dictation (p. 138).

+5. Make rhymes of family members' names with words from newspapers and magazine pictures, e.g., "My mother's name is Sue. These words rhyme with Sue: do, through, view."

+6. Find words from newspapers and pictures from magazines which begin with the same letter as a family member's name, e.g., "My mother's name is Vera. These words begin the same as Vera: victory, value, vent."

D. What workers does my family need?

1. Ask children to make a list at home of workers that help the family over a weekend, e.g., store clerks, gasoline attendant, minister.

+2. Display a collection of workers pictures in many business and home scenes. Put the name of the worker on the bottom of the picture. Have individual children select from the pictures those workers their family needs. Have the children write the names of the workers on a piece of paper.

+3. Set up several interest centers for role playing: a grocery store with play money and real empty cartons and containers; a beauty/barber shop with curlers, hair dryer, plastic drape, mirrors, toy shears, hairstyle pictures; a library with books, rubber date stamp, check-out cards; a service station with car, gasoline pump, windshield cleaner (spray bottle of water), paper towels, mechanics' tools, oil cans; television center (box with screen cut out for T.V. commentators, news, and entertainment), T.V. guides, rabbit ears, cable T.V. channel selector.

MY GROUPS VIII: ME AND OTHERS

I'm like others in some ways and different from others.

A. What do I do with my friends?

1. In discussion ask children what friends are. Use "My Friend" sheet, p. 141.

+2. Prepare a friendship book of friends' pictures. Take pictures of children together. Cut pictures of friends from magazines. The teacher or a volunteer may write a sentence on each page dictated by the children about what friends are. Use the book for listening and reading instruction.

+3. Prepare vegetable soup. Have each child bring a vegetable from home. Read Stone Soup by M. Brown (Scribner).

+4. Prepare friendship cards for a classmate.

5. Have children draw a name for a Secret Pal. The child is to make a gift or picture to give to the child secretly. Children this age cannot keep secrets, so do not pressure or punish children for not keeping them. Enjoy the fun! Help children sneak into the room to put the gift anonymously in a desk.

B. How are others special?

+1. Prepare friendship cards. Visit a senior citizen's center. Let children present their friendship cards to an elderly person.

+2. Plan a mutual exchange with another school or class. Exchange art work, cook something special together, or plan and present a puppet show.

3. Prepare a babysitter word card. List names of children's babysitters. Discuss ways to help babysitters. Role play being a babysitter using one of the names the children have listed.

4. Bring in a wheel chair, brace, crutches for exploration and manipulation in a center. Have children use an item for one-half hour. Discuss how they moved, what problems encountered.

+5. Listen to a tape recording of several different voices reading the same poem. Include a deep and a high pitched voice, a southern drawl, a fast northeastern clip. Discuss differences. Emphasize that voices are special for each person. Let children tape record their own voice and listen to themselves in a recording center.

C. What do special groups do?

1. Chart groups to which children belong, e.g., Brownies, Cub Scouts, church groups, choir, soccer teams. Spotlight a group with word cards, pictures, uniforms, items of use and a story dictated by the group members. Repeat the spotlight several times until each child is represented. (If children do not belong to a group have them list a group they might want to join.)

2. Use "Group Activities" form (p. 142).

3. Take a field trip to visit an organized group of older children in the school, e.g., Girl Scouts, Boy Scouts, a choir, a band, an athletic team. Ask why the group meets, what is done at meetings, how they become members, what special items they use or wear.

MY GROUPS IX: WORKING IN GROUPS

People need to work together.

A. How can I work with others?

+1. Find examples of people in families or in school to fit the following. Make a chart and illustrate or use photographs for each. Use names of people as well as jobs.

- People who help keep us well.
- People who build things for us.
- People who keep us safe.
- People who fix things.
- People who help us travel.
- People who plan our food (grow, sell, cook, serve, deliver, prepare).
- People who do special things for us (other services).

2. Role play the persons listed (+A1).

+3. Generate a list of work words for each of the roles listed (+A1).

+4. Find pictures or real examples of the clothing (uniforms) and tools used by the roles listed (+A1).

5. Use these terms to avoid stereotypes in occupational roles:

firefighter for fireman
police officer
safety officer for policeman
member of congress for congressman
business executive for
business manager businessman
leader
public servant for statesman
supervisor for foreman
flight attendant for steward, purser, stewardess
homemaker for housewife
maintenance crew member for maintenance man
logger for lumberman
newspaper carrier for newspaper boy/girl
fisher for fisherman
salesperson for salesman or
salesclerk saleslady
insurance agent for insurance man
person for man, woman
humanpower for manpower
adulthood for manhood, womanhood
chairperson for chairman
camera operator for cameraman
student for coed, college man
servant
housecleaner for maid, houseboy
houseworker
milk carrier for milkman
practical nurse
nurse's aide for female or
orderly male nurse
nursing attendant
delivery person for deliveryman

B. How can I help others?

+1. Find a group which the class can help in accomplishing their work in some way. Plan the project together, e.g., make scissors holders for a kindergarten class, potholders for the cafeteria workers, pencil holders for office staff.

2. Discuss and together plan ways the class can help school personnel, e.g., putting chairs on the desks to help the custodian sweep, setting the trash can close

to the door to save the custodian time, walking quietly from class to lunch as not to distract other classes, bring lost items in from the playgrounds. Invite the member of the school personnel to the class or visit the person to tell what the class is planning to do to help. Ask one child to speak for the class.

3. Write an experience story of the visit (B2). Add feelings of the class and probable feelings of the person to the story.

C. How can others help me?

+1. List people who help with all the things you do before getting to school, e.g., bedding, breakfast, transportation, safety crossing, doors unlocked, grounds.

2. Role play being sick and being cared for by a family member.

3. When children need help with classwork, encourage them to ask another child who is able to do the classwork for help.

4. Invite an older class to your room for buddy-reading. Have one of your children paired with an older child to exchange favorite stories. Encourage the older child to supply words if needed.

D. How can I be courteous to others?

1. Role play being discourteous and courteous to each other.

2. Have a magic word day, please one day, thank you on another day. Have children stand up and turn around every time the magic word is heard.

3. Role play introductions. During share-and-tell time organize children in a semi-circle around the speaker. Encourage chidren to ask questions of the speaker. During puppet shows encourage attention by placing children close to the stage and using a spotlight in a darkened room. Be sure sounds are loud enough.

4. Role play deciding who will play with one toy when more than one child wants it. Role play several solutions (courteous and discourteous).

5. Role play behavior in special groups, e.g., choir, assembly, Brownies.

My Neighborhood

I. Neighborhoods
   A. Land and streets
   B. Homes and other buildings
   C. People
   D. Choosing neighborhoods

II. Homes
   A. Residential neighborhoods
   B. Different kinds of homes
   C. Choosing neighborhoods

III. Spending money
   A. Wants and needs
   B. Satisfying wants and needs
   C. Goods and services
   D. Wants and needs which cannot be bought

IV. Businesses
   A. Identifying businesses in my neighborhood
   B. Producing goods
   C. Providing services
   D. Meeting our wants and needs

V. Workers
   A. Workers in my neighborhood
   B. Tools and training
   C. Neighborhood services
   D. Services not provided in my neighborhood

VI. Change
   A. Moving to other neighborhoods
   B. Changing people
   C. Changing over time

VII. Problems
   A. My neighborhood's problems
   B. Identifying common problems
   C. Solving the problems

VIII. Rules and laws
   A. School rules and courtesies
   B. Health rules
   C. Safety rules and laws
   D. Enforcement of laws

IX. Pride in our neighborhood
   A. Identifying our pride
   B. Making our neighborhood more attractive
   C. Being good neighbors

RESOURCES FOR MY GROUPS

Learning Centers by John I. Thomas. Boston: Holbrook Press, 1975.

Practical suggestions and activities for learning centers.

Creative Innovative Classroom Materials for Teaching Young Children by Marianne Debelak, Judith Herr & Martha Jacobson. New York: Harcourt, Brace, Jovanovich, 1981.

Includes large photographs and simple instructions for interest centers and activities in a variety of subject areas.

Free To Be You and Me (book/recording) by Marlo Thomas. New York: McGraw-Hill/RCA, 1978.

A book and recording of songs dealing with freedom of choice, growing up, playing, sharing, and arguing.

Role Playing for Social Values: Decision-making in the Social Studies by Fannie Shaftel & George Shaftel. Englewood Cliffs, NJ: Prentice-Hall, 1967.

Contains unfinished stories for stimulating role playing. Not all stories are appropriate items of concern to first graders.

Language Experiences in Communication by Roach Van Allen. Boston: Houghton-Mifflin, 1976.

A comprehensive approach to using children's language in reading, writing and discussing. Note especially Ch. 10, "Exploring Writing" and Ch. 11, "Writing Individual Books."

Making Places, Changing Spaces in Schools, at Home and Within Ourselves by the Faralbones.

Boxes and a variety of materials for classroom use, playground construction, free materials, scrap lumber.

TV On/Off, Better Family Use of Television by Ellen DeFranco. Santa Monica, CA: Goodyear, 1980.

Questionnaires, discussion guides and activities which offer constructive alternatives to excessive TV viewing.

Economics: A Social Studies Supplement for Grade One. Oklahoma Council for Economic Education, 112 Business Bldg., Oklahoma State University, Stillwater 74078.

Concepts, activities and evaluation methods for implementing Oklahoma's economic education requirement.

(See Resources For Myself also.)

A neighborhood is land, buildings, streets, and people in an area.

A. How large is our neighborhood?

1. Construction of a floor or table model of the neighborhood should be an ongoing activity for this study. Streets should be identified and oriented to accurate directions of the neighborhood. Determine how many blocks or how much land will be represented in the model. Use boxes, paper cubes, or small paper sacks to represent houses or buildings.

2. Locate where children live on the floor map.

3. Take a neighborhood walk. Identify the street names. Call attention to the street signs.

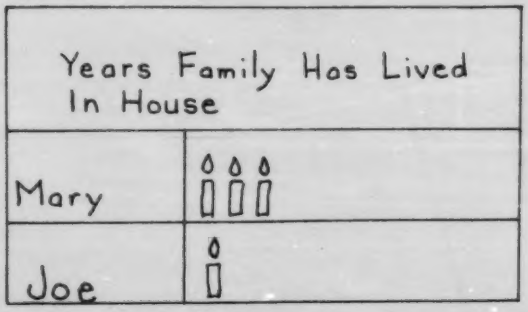
B. What kinds of homes and businesses are in the neighborhood?

1. Obtain an aerial photograph of the neighborhood. Locate the school and other landmarks.

2. Go on a camera tour of the neighborhood. Take pictures of houses and businesses. Ask children to bring any pictures of their homes they might have. Display on bulletin board.

3. Find out if there is a business zoning ordinance for the neighborhood. Talk about why there is need for zoning regulations and what happens if there are none.

4. Make a list of any businesses that are in homes, e.g., day nursery, beauty shop, plumber, T.V. repair.



C. What kinds of people live in our neighborhood?

1. Talk about the different kinds of people that live in the neighboorhood. Are there families with very young children? Are there people that live alone? Are there big families with some older children?

2. Read Here Comes Pops by O. Wong (Ginn, p. 50). Have children draw or retell the sequence of story events.

3. Make a collage to show the many different people in the neighborhood. Use magazines to cut out pictures of people, mount on oaktag or posterboard.

D. Why did people move to this neighborhood?

1. Find out when the neighborhood was built. Who or what company built most of the houses?

2. Have children find out from their parents how long they have lived in their homes. This information could be put in pictograph form.

3. Ask children to find out from their parents why the family moved to this neighborhood. Record on chart.

4. Invite a long time resident of the neighborhood to visit the class and tell what it was like when the neighborhood was developed or how it has changed over the years.

MY NEIGHBORHOOD UNIT II: HOMES

People who live in a residential neighborhood share common activities and interests.

A. What kind of homes are in our neighborhood?

1. Take a tour of the neighborhood. Identify the kinds of homes on a particular block. Are some houses large? Are most one or two story houses? Are there any duplexes or apartments?

2. Take a neighborhood walk. Call attention to the house numbers.

B. Are the houses in our neighborhood similar?

+1. In groups of two or three have children select a house to observe carefully. What is the address? Of what material is it made? What color is it? Does it have a garage? Does it have a large or small yard?

+2. Returning to the classroom, have the children draw a picture of the house they selected.

+3. Construct a class book of the houses they have drawn.

4. Add to the floor map any houses that should be included.

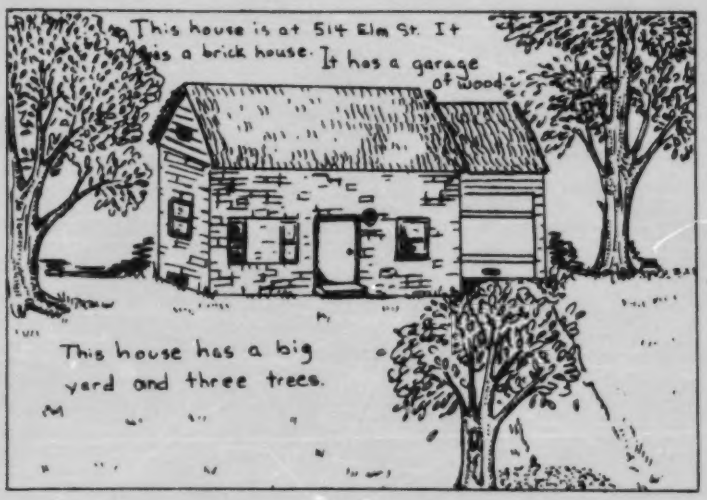
+5. Graph the number of houses with a one car garage, two car garage, carport, none.

6. Help students establish north, south, east, west. What direction are we walking?

7. Play the directions game: Walk south five steps. Turn right. What direction are you facing? Take four steps west. Turn left. Continue with similar directions.

C. What kind of neighborhood would you choose if you could live any place you wished?

1. Refer to D3 (p. 37). Determine if being close to a school, church or shopping center was the reason people chose this



neighborhood. Were the houses in the neighborhood the only ones available at the time they needed to move?

2. Discuss with the class the kinds of neighborhoods they would choose to live in if they could live any place they wished.

+3. Cut out magazine pictures to illustrate their desired neighborhood. What was the reason for their choice?

+4. If we could change our neighborhood anyway we wished, what would we add or change? Would we add a park or green belt? Would we add a swimming pool or ball park?

5. Is our neighborhood a friendly place? Do we have neighborhood picnics or block parties? What do we do to help people?

6. Have students list common activities in the neighborhood, e.g., street festivals, garage sales, driving, skating.

Some needs and wants can be satisfied with money; others cannot be bought.

A. What are some needs and wants we all have?

1. Discuss and list things we need and things we want. Determine with the class the difference between a need and want.

2. Develop a chart from information that the class has given on needs and wants.

Needs	Wants
food	bicycle
clothes	candy

3. Using magazines or catalogs have the group cut out items they would really like to have. Paste on construction paper and title My Wants.

4. Using the catalogs and newspaper, have the group put prices on each of the wants pictured in A3. How much money will be needed to pay for the wants identified?

B. What happens when we do not have money for all our wants?

1. Review the Needs and Wants Chart in A2. Have the class determine what needs and wants are essential for us to buy.

2. Make a list of eight or ten items that might be considered essential wants to a family, i.e., gas for car, TV repaired, shoes for a family member, groceries. Role play in groups of four or five a family making choices of only five of the ten items on the essential want list. What were the reasons for the choices?

3. Talk about who pays for our needs and wants. Where do they get the money to pay for our needs?

4. Do any in the class get an allowance or earn money by doing special chores? How do they spend the money?

C. Which wants are goods and which are services?

+1. Categorize with the class which of the needs and wants in the chart (A2) are goods and which are services. A new chart could be made or items could be coded with color or letters G or S to represent goods and services.

+2. Using pictures from magazines have a small group make a collage of services. Another group make one of goods.

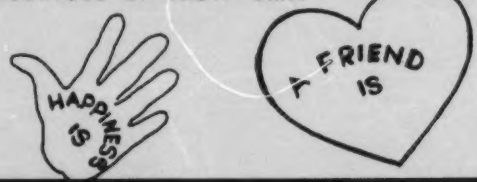
D. Are there some things money cannot buy?

1. Work with the class to create a bulletin board or mural of Wants and Needs That Cannot Be Bought. Include friendship, respect, time.

+2. Make a friendship card for a special friend.

3. Choose or draw names for a secret pal. Do something special for the person.

+4. Brainstorm and record A Friend is ..., Love is ... . Children then make individual shape booklets of their own.



Business and residential neighborhoods need each other.

A. What kinds of businesses are in our neighborhood?

1. List the businesses in the neighborhood. What things do you and your family buy in the neighborhood? How long have the different businesses been in the neighborhood?

2. Individual children or groups of two or three children select a particular business to adopt and find out more about. Interview the owner or manager. Find out how long has the store been there? How many people work at the business? How early or late does the store stay open?

3. Construct a box movie about Businesses in Our Neighborhood.

4. Have the groups tape the information about their businesses to go along with the movie.

B. Do we need some different stores in our neighborhood?

1. Determine which of the businesses produce goods and which produce services.

2. Include the businesses in your floor maps if space allows.

3. Discuss with the class the jobs their parents and older brothers and sisters have.

+4. Have the children draw pictures of their parents at work.

+5. Which of our family members produce goods and which produce services?

6. Record the information on a chart.

7. Identify the businesses in the neighborhood that produce goods and those that produce services.

Parents Job	Goods Produced	Services Produced
Real Estate Agent		Sells houses
Cafteria Cook	Bakes bread and cookies	

C. <u>Can most of our needs and wants be satisfied in the neighborhood?</u>

1. Talk about the needs and wants that the businesses in our neighborhood provide. Are all our needs and wants satisfied in our neighborhood? Do we go to other neighborhoods to shop for special things?

2. Collect the week's food advertisements (newspapers and handbills) of neighborhood food stores and from food stores in other neighborhoods. Compare prices of items, e.g., apples, oranges, chicken, hamburger. Find out which stores have the best prices on items. Do any families drive to another neighborhood to shop?

3. Use a map of the city or town and locate places outside the neighborhood where people need to go for additional services or goods.

MY NEIGHBORHOOD UNIT V: WORKERS

Many persons work to provide goods and services for the neighborhood and community.

A. Who are our neighborhood workers?

1. Begin a class Big Book of Workers in Our Neighborhood. This should be an ongoing activity. Individual pages should be developed after a field trip to the fire station, post office or after a resource person has visited the classroom.

2. Have a neighborhood worker (police, postal worker) visit the classroom and talk about their job. A list of questions the class would like to have discussed and answered should be determined before the arrival of the worker, e.g., what training is needed for the job; are special tools or equipment necessary for the job?

B. What training and tools are needed for jobs of neighborhood workers?

1. Cut out pictures from magazines or readiness books of neighborhood workers, e.g., sanitation worker, firefighter, librarian. Children draw pictures or cut from magazines tools or materials for the job. Add these to the Big Book. Match the worker with tools needed to do the job.

2. List on butcher paper the workers we depend on at school and in our neighborhood.

3. Use for dramatic play, hats workers would need on the job, e.g., hard hat for construction worker, fire helmet, nurse's cap, baker's hat.

4. Construct sack or stick puppets of neighborhood workers. Develop a skit to show how people in a neighborhood depend on workers for service.

C. What workers in our neighborhood work in other neighborhoods?

1. Role play neighborhood workers. Have remainder of class guess the worker.

2. Which neighborhood workers also go to other neighborhoods to do their work? Discuss the need for service workers to go to other neighborhoods in an emergency, e.g., fire, police, medical.

3. Have children talk to their family members about services that are needed in the neighborhood.

4. Use an experience chart to record dictation of children about additional services needed in the neighborhood.

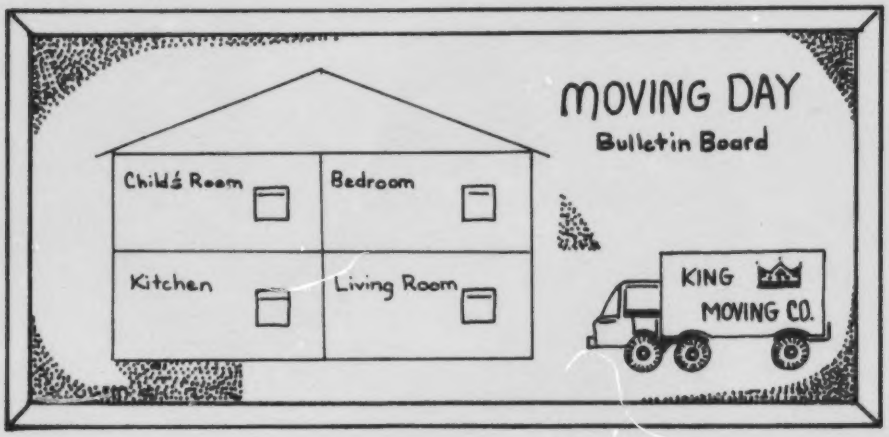
5. Make a mural of the workers and services provided in our neighborhood.

6. Role play emergency situations, e.g., a fire, a hurt friend, a burglar. Use the telephone to call for appropriate help, e.g., 911 emergency number, 0 for operator, fire department, police.

Changes occur in neighborhoods over a period of time.

A. Have you ever moved to a different neighborhood or town?

+1. Develop a moving day bulletin board. Use a large sheet of poster board to cut out house. Divide into rooms. Draw or cut from magazine picture of moving van, paste on 5x8 manila envelope. Cut out pictures of furniture, appliances, toys, mount on cards. Place these in moving van envelope. Attach library pockets to each room. Children categorize the household goods from the van to the pockets in the different rooms.



2. Brownies could teach the class the song, "Make new friends, but keep the old. One is silver and the other gold." Discuss the meaning of the words.

3. How has our neighborhood changed? Are new houses being built in the neighborhood? Are additions being built on old houses? Do we have any new stores? Have any gone out of business?

4. Make plans on how the class can make a new member feel welcome. Select two or three children to serve as a 'welcome' group to orient a new class member for the first few days.

5. Develop a "Welcome Packet" of materials to be given to the new member. The total class should be involved in suggestions for its contents.

6. Talk about problems in moving to a new place. What feelings (sad, angry, afraid, happy) were experienced? Record on an experience chart those feelings dictated by the children.

7. Read Moving Molly by S. Hughes (Prentice-Hall) or New Life: New Room by J. Jordan (Crowell).

B. Do we have different people in our class this year? Are there new people in our neighborhood?

1. Ask children how many have gone to kindergarten and first grade at this school. How many have gone to school in one or more other schools? Note the number on the chalkboard. Ask groups if they remember any classmates of this, or previous years that have moved to another place. Class pictures are helpful reminders of changes in the group.

2. Locate vacant houses or those for sale or for rent. Show these on the floor/table map. Are there any new people in our neighborhood?

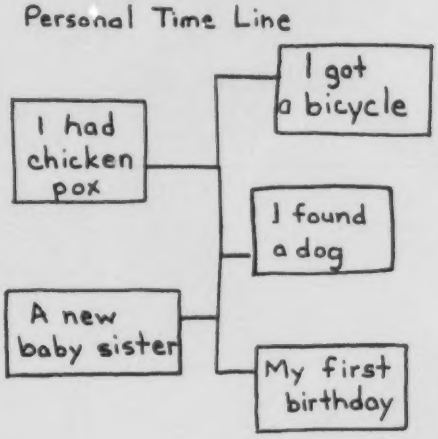
C. How do families change?

1. Ask children to bring to class pictures taken when they were babies and when they first started to school. Display the pictures with the title "We Grow and Change."

2. We have to change our plans sometimes. Ask the children to pretend they are going on a picnic. A heavy rainstorm makes it impossible to go. What can we do? How will our plans change?

3. Give children time to share an experience when they or their family had to change their plans.

4. Over a period of several days, have children construct a personal time line of important happenings in their life. Make drawings of five to seven important events. Construct in sequence on sheets of 9x36" paper.



5. Make a mural, "Changes in Our Neighborhood." Use colored markers or construction paper cut out and pasted on butcher paper.

6. If few building or business changes have occurred, make a mural about "Seasons Change Our Neighborhood."

People work together to solve problems.

A. Does our neighborhood have any problems?

1. Take a walk around the playground and neighborhood to find out if there is a problem of litter or an area that is unkept. Provide the group with sacks to collect litter they may find.

2. Sort the litter and, if appropriate, use to make posters against littering.

3. Discuss any neighborhood problems that the group may know about. Are dogs kept in or allowed to run? What happens when owners do not take care of their dogs or cats?

4. Is there a "neighborhood watch" program? Stress the need for people to be concerned about all the homes and schools in the area. Who should be notified if school property is being vandalized or destroyed?

B. What are some things we can do to solve some of our own problems?

1. Read to the class Boy in the Middle by G. Bond (Ginn, p. 50). Ask the group to identify Mick's problem. Many people have had the same problem. Allow time for children to tell about a time when they had the same or a similar problem. Use stick or paper sack puppets to retell the story.

2. Brainstorm with group some common problems they have encountered. Record on butcher paper. Allow time for children to suggest solutions to the problem. Record solutions.

Problems	Solution
Fighting on play ground Litter on the playground	

C. Who can help us solve our problems?

1. Make a mural, "People Help Us Solve Problems." Help children identify problems and who might help with the solution.

2. Use sentence strips for an ongoing problem board.

Services We Use To Solve Problems

Problem	Service of People Needed	Could Another Person Solve This Problem?
Tooth ache	Dentist	
Leaky Faucet	Plumber	Perhaps Dad Could fix
Lawn needs mowing	Older brother	anyone that could operate mower

3. Construct a Problem or Suggestion Box for the classroom. Class members state on paper the problem or a suggestion; no need for signing names. Suggestions are often the result of a problem. Children may need help stating the problem. Read the items in the problem box at the end of the week. Discuss with class possible solutions to the problems.

4. Sometimes we cause our own problems. Ask students to write about a time when they caused themselves a problem. Put any words children may need for this activity on the chalkboard.

5. Role play a playground problem. How could it be solved?

6. Role play school personnel and neighborhood helpers helping with problems, e.g., being sick, being lost, losing money, needing a restroom.

Rules and laws help keep people safe and healthy.

A. Why do we need rules?

1. Brainstorm with class common rules and courtesies at home and school. Record rules on butcher or chart paper. Classify by home or school.

2. Divide class into groups of three or four children. Give each group different items, e.g., ball, rope, colored squares, game board, spinner, number cube. Select items that have game possibilities. Tell the groups they are to create a new game. What rules will be needed for the new game? How will we know when someone wins?

3. Begin a class rulebook. What rules are followed at school? Discuss reasons for having the rules. Are all the rules fair? What are rules for riding the school bus? Playing after dark? Riding a bicycle?

4. Children choose a place and draw a picture of it. What rules govern behavior in that place?

5. List on the chalkboard reasons for saying, "Thank you." Role play some of the reasons.

6. Display pictures of people observing courtesy rules or showing appreciation for one another.

B. What are some health and safety rules?

1. Ask the school nurse to visit the class to discuss rules for good health. Why do we need them?

2. Construct a mobile using health and safety rules. Children illustrate or decorate the rules with colored markers.

3. Make a bulletin board display of symbols that are used for safety rules, e.g., railroad crossing, stop sign, school zone, one way.

4. Use a pocket chart to display pictures of food needed for good nutrition.

5. Have children cut from magazines examples of people following rules for good health. Paste on chart paper.

C. Which playground rules are important for safety?

1. Use sound filmstrip, "Safety on the Playground and in the Cafeteria" (p. 50).

2. Construct posters for cafeteria safety. Display in the cafeteria.

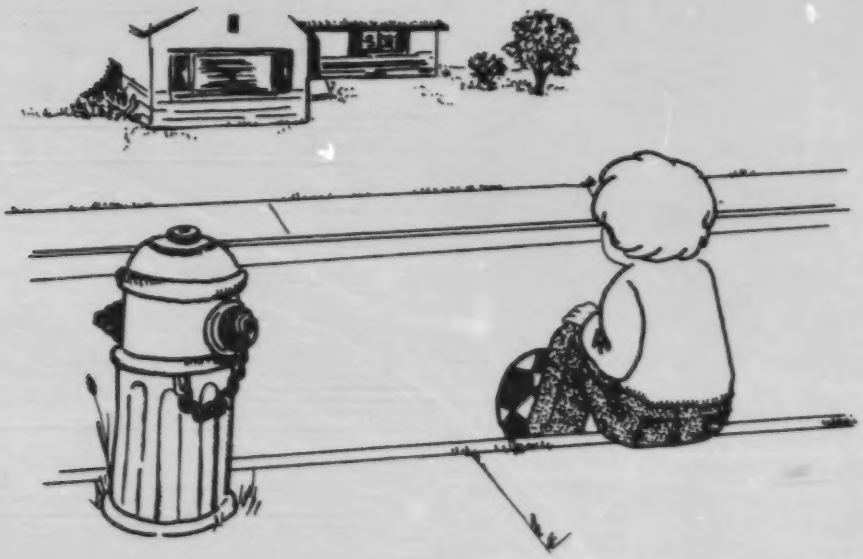
3. Are there any places in the neighborhood that are not safe?

4. Do people obey the traffic laws in the neighborhood? Use the help of a parent volunteer to take three or four children to a corner on the school ground or to a place close to the school. For a period of fifteen minutes talley: number of cars passing, number that slowed for school zone, number that stopped at stop sign, number going too fast.

D. What happens when people do not obey laws?

1. Invite a law enforcement officer to the classroom. Questions to be posed to the officer may include: What are some safety laws that are not observed in the neighborhood? What happens to people that do not obey the traffic laws?

2. List persons that help to enforce laws.



MY NEIGHBORHOOD

UNIT IX: PRIDE IN OUR NEIGHBORHOOD

People demonstrate pride in their neighborhood in many ways.

A. How do we demonstrate pride?

1. Discuss with the class what "being proud" or "having pride" means.

2. Ask children to demonstrate how they walk when they are proud.

3. What is it about our school that makes you proud? What is it about your family that makes you proud? Record answers on the chalkboard.

4. Use responses to A3 to help the children finish these sentences as an individual writing activity: I'm proud of my school because .... Things in my neighborhood I'm proud of are ....

B. What can we do to make our neighborhood more attractive?

1. Take a walk around the playground. Is there anything that we are not proud of? How can we make it more attractive? Is there litter that needs to be picked up?

2. If an area is available, plant a flower bed close to the classroom.

3. Ask children to observe their neighborhood for anything that is not attractive. Talk about what could be done individually or as a group to make it more attractive.

4. Compose a song about "Things in my neighborhood I'm proud of are ...."

5. Make a banner for the classroom using Neighborhood as an acrostic.

C. What can we do to be a good neighbor?

1. Read The House on the Top of the Hill by M. Daem (Ginn, p. 50). Dramatize or make puppets and create a skit about Benjamin Boggle.

2. List some things that good neighbors do to help one another.

3. Help each child plan to do something nice for a neighbor.

RESOURCES FOR MY NEIGHBORHOOD

Safety on the Playground and in the Cafeteria; School Bus Safety; Walking to and from School; Bicycle Safety (sound filmstrips). Learning Resources Company, 1974, Lakeland, FL 33803. Teachers guide.

You're Big Enough for Fire Safety (Burger Fire Safety Classroom Teaching Kit). Burger King Corporation, G.P.O. BOX 1472, New York, NY 10001.

Ginn 360 Reading Program, Magic Circle Books. Lexington, MA: Ginn & Co. Collection of 90 children's books which may be purchased in sets of 10 levels.

Open Windows to the World Through the Living Textbook by Idella Lohmann. Oklahoma City: Oklahoma Publishing Company, 1974.

Community: People Share a Place (16mm film). BFA, 1976, 10-1/2 min, color. The community is composed of different neighborhoods, shows business and residential neighborhoods.

Spark: A Handbook of Classroom Ideas to Motivate the Teaching of Primary Social Studies. Educational Service, Inc., P.O. Box 219, Stevenville, MI 49127. Ideas for games, board work, bulletin board suggestions.

Law--Citizenship Education: A Scope and Sequence Approach for Kindergarten through Grade Eight. Norman: The University of Oklahoma Southwest Center for Human Relations Studies, 1978. Resource book of lessons and activities designed around topics of liberty, justice, power, equality, property.

The Earth: Home of People Big Book, Pictures That Teach (Pictures 4 & 5). Morristown, NJ: Silver Burdett Company. 30 Teaching pictures and Teachers Guide.

Building the Shell from How We Get Our Homes Series (sound filmstrip). Society for Visual Education, Inc.

The work of carpenters, bricklayers, plumbers and others in building a house is described.

Economics: A Social Studies Supplement for Grade Two. Oklahoma Council for Economic Education, 112 Business Bldg., Oklahoma State University, Stillwater 74078. Concepts, activities and evaluation methods for implementing Oklahoma's economic education requirement.

My City

I. My city
   - A. Where I live
   - B. Why I live there
   - C. Where my city is located
   - D. How it started

II. My city's needs
   - A. Leaders
   - B. Services
   - C. Laws
   - D. My city and me

III. People's needs in my city
   - A. Transportation
   - B. Protection
   - C. Education
   - D. Leisure time

IV. Work in my city
   - A. Goods
   - B. Services

V. We need each other
   - A. Goods and services, me and others
   - B. Community organizations, me and others

VI. Problems of my city
   - A. Crime
   - B. Transportation
   - C. Future changes
   - D. Changes and me

VII. My changing city
   - A. Natural changes
   - B. People-made changes
   - C. Future changes
   - D. Changes and me

VIII. My role in my city
   - A. A worker
   - B. A problem solver and decision maker
   - C. A citizen
   - D. A dreamer and a doer

IX. My city and other cities

Evaluation: Time Capsule. Use a large coffee can as a capsule. Select one or two from the following to be included in the capsule: (1) student's drawing of my city, (2) paragraph written about city, or (3) teacher-made questionnaire based on total city unit. Place items in capsule in September. Repeat activities in May and compare with those in capsule.

My city is neighborhoods living and working together.

A. Where do I live?

1. Obtain a city map (Chamber of Commerce, banks, realtors are good sources). Enlarge the map on butcher paper to cover a large wall area (the bigger, the better!). Provide each student with a "block" of paper scaled to the city map--on this block let the student draw his/her house and the other buildings on his/her block--the block would be labeled (Jerry's "neighborhood") with each student's name. The completed block should be glued on the enlarged city map. The map should be kept and added to as the city study develops.

+2. Obtain a city map and mount it on poster board. Allow each student to mark homes and parents work (if appropriate). Laminate the map and cut it into a jigsaw puzzle.

3. Obtain an aerial photograph of your city (source--city planner or Chamber of Commerce).

a. Identify as many items as possible (streets, trees, rivers, houses, railroads).

b. Determine direction from a familiar landmark - (school or home).

c. Walk in a different direction from this landmark each day--construct a map on clear plastic of the area covered. Lay over aerial photograph and the walk will come alive.

+4*. Be a "Direction Detective." Make paper magnifying glasses and print directions on one side. Students follow directions and arrive at a designated place which can be checked by turning the glass over. Use N, S, E, W.

Start with classroom directions and expand to school and playground. Develop a treasure hunt using direction detectives.

B. Why do I live in this place?

1. Does your city have a flag? Draw a flag that would be suitable for your city. Use symbols on the flag that would be meaningful to your city. Display your flag along with a written explanation of the symbols used.

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2. Conduct a family survey regarding why the family lives in my city. Gather data. Choose the four most popular reasons and if necessary, repeat survey using these four on a survey form. Plot data on graph (p. 140).

3. Does your city have a song? Sing the national anthem and state song. Discuss the meaning of each. In groups, write lyrics about your city to fit any catchy tune (Old MacDonald, This Old Man). Declare one song as the city anthem.

4. Students compose jump rope jingles about my city. Present to class while jumping rope:

e.g., Green & white -
Green & White
Tulsa Town -
Is alright
Red & Blue -
Red & Blue
It has trees -
And oil too.

5. Acrostic-Write your city's name and provide a description including words that express why the student lives there.

P retty
E nergetic
R ural
R ousing
Y ea

6. Balls may be bounced to beat or hands clapped to study population.

Perry City-Perry City
Perry City is mighty pretty
How many people does it have
One Thousand
Two Thousand
Three Thousand
Four Thousand
Five Thousand,
Six Thousand, etc.

C. Where is my city located?

+1. Using a city map form, construct several "maze" problems (e.g., Sue lives at 12th and Ivanhoe. She wants to go to the movie at 1102 Main. Find the easiest route and color the route red). Create various situations and use different colors to mark the routes. Map may be attached to folder and laminated to make center game. Include cards to provide direction problems with each direction solution solved in a different color. (Map may be duplicated and completed by each student.)

+2. Create a Compass Corner. Place two 5" circles at the end of a folder. Divide each circle into four sections and mark each section of one circle with N, S, E, W. Mark each section of the other circle with 1, 2, 3, 4. Glue circles to end of folder. Glue on several sections of graph paper (p. 140) to cover the rest of the folder area. Color squares. Place a "start here" square in the center of the graph paper. Indicate appropriate directions at sides of graph paper. Write the following directions on front of folder:

a. Place marker in center
b. Spin both spinners
c. Follow directions of spinners
d. First person off board is winner.

Laminate folder and add spinners.

3. Obtain copies of city map for all students. Arrange for a bus trip or a walk-about of city. Discuss direction and several points of interest that students are to find on map (students actually take map on trip) during trip (e.g., court house, shopping center, manufacturing plant, city

hall, police station, fire station). Construct a chart story of your trip using various colors to write points of interest in your chart story. Have students color code their city maps to points of interest in story (e.g., First we saw the fire station--fire station is written in red and circled in red on each city map.). Construct and color code own legend to correspond.

4. Locate my city on Oklahoma map. (Maps may be obtained free from Tourism Dept., A-1 p. 75.)

5. Complete city map (p. 145).

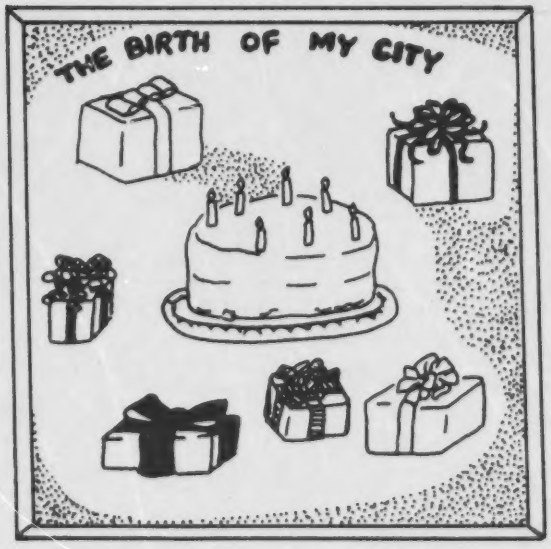
D. How did my city begin?

1. Visit the local library, town/city hall, Chamber of Commerce, or historical society museum to gather data about the city's beginning.

2. Invite local citizens who are informed about local history to speak to the class (p. 132).

3. Allow students to prepare a bulletin board display featuring information gathered by students.

THE BIRTH OF MY CITY



Allow students to place candles on cake to equal age of city and to wrap boxes on which to display information about the city. Attach bows for final touch. Board should change and grow with new information.

4. Invite senior citizens to a "Treasure Day" in which "tools or articles" of the past would be brought to share with the class. Children may also wish to share "treasures."

5. Visit a retirement home and interview older citizens using a tape recorder. (The director of the home can select good candidates for interviews.) Play back the recordings and let the students develop historical narratives of early life in their city. (Some students will be able to do actual interviews.)

6. Construct your own scrapbook titled "The History of (my city's name)". Use all information from previous activities.

7. Walk through a cemetery in your city. Look for the older grave markers. Read the inscriptions and copy several that are interesting. Write stories about the lives that these markers represent. The students might reproduce the gravemarker on poster board and hold it up as they tell the story of this early citian. Students could produce their own headstones and provide own inscriptions, figure dates, create rubbings, and alphabetize family names.

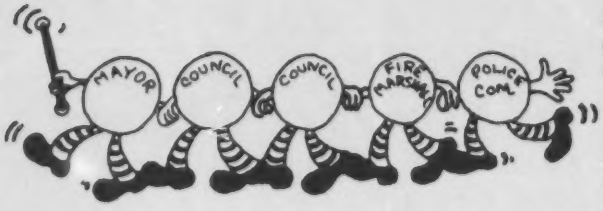
Special people and plans take care of my city's needs.

A. Why does my city have leaders?

1. Tell the students they may plan a party. (Don't say more, but encourage the class to begin.) After several minutes of confused activity, stop the class and elect a chairperson for the following committees: date, food, activities, cost per student. Give the committees time to meet. Let chairperson give committee report. Lead a class discussion on the two ways of planning and operating, everyone directly involved or representation. Ask: Did the committee save time? Did the chairperson reflect your opinion? Why is it important to choose good leaders? Does our city need leaders? Is it important that leaders represent what the people want? Why? What can people do if they disagree with leaders?

2. Interview city leaders. Allow students to role play and present findings to class. Create puppets to use as city leaders and share information with class.

3. Have students prepare a bulletin board titled "Leading the Way." Figures represent action chain. As information is gathered, attach it to the proper figure. Photographs and newspaper articles pertaining to city leaders may be added.



4. Have each student make a riddle describing a special person who works for the city and play "Who Am I?"

e.g.,

People stand when I enter to show respect for the law. I am there to see the law is followed at all times. The hardest part comes after someone is found guilty and I must decide on the sentence. Who Am I?

Mount the riddles on construction paper with an answer flap.

B. How does my city take care of its needs?

(Teacher information only)--Ask your local government leader for an overview of city government and services.

1. Arrange a "My City Workers Day." Invite city workers to come and sit at booths in the hall or other large area. Students would move freely from booth to booth interviewing and gathering data. Involve as many students as possible.

2. Arrange on-the-job tours. Students would visit city hall and interview various agencies there.

3. If possible, obtain your city's actual budget (yearly). Allow those students who wish to determine city budget. Compare with actual budget, if possible. Students do not necessarily understand the total budget concept, but should be aware that the city spends money. Have the students compare a family budget with a city's budget. Start with students

allowance budget. Give five dollars--use money ditto and have students paste money under various purchase areas. Use a line graph to show allowance budgeted.

4. Create a pencil drawing of your city. Students will erase from the city drawing the areas that would be affected if there were no:

a. Street superintendent
b. Energy agencies
c. Water superintendent
d. Director of Parks & Recreation
(devise others)

Point out that this service is erased from actual life without these service people.

5. Elect various commissioners for the room and function around room activities.

a. Street supt. (direct traffic route to and from places)
b. Energy commissioners (lights)
c. Water supt. (drinking fountain)
d. Director of Parks & Recreation (decide on playground activities)

C. What laws help my city?

1. Tell the students that two teams will be chosen to participate in a cotton ball relay. A spoon for each player and two cotton balls will be needed. First, involve decision making by deciding the fair way to choose teams. Then say "Let the game begin." Allow the students to experience the havoc of no rules for several minutes. Then discuss what results without rules. Play the cotton ball relay with rules as follows: Each team forms a line. With the cotton ball in the spoon, the player at the head of each line runs to a mark and back again. Then the cotton ball is placed in the spoon of the next player in line and the relay is repeated. The first team finished is the winner. Compare the two games and discuss the need for rules.

2. Check with the city hall and determine city ordinances dealing with pets. Have students survey their neighborhood to determine number of people in compliance. Create a graph showing those who obey pet ordinances and those who do not (p. 140).

3. Develop a pretend city in which there are no ordinances dealing with pets. Give the students several sheets of paper to create as many exotic pets as they might ever wish (e.g., elephants, tigers, 13 dogs). After pets are created, arrange students in small groups to discuss what might happen if all the pets in the group lived in one neighborhood. Some may wish to dramatize situations. List problems on a chart. Allow group to decide if a city needs pet laws and special ordinances for exotic pets. Construct ordinances for exotic pets.

4. Invent zones for your classroom or school (e.g., quiet zone, slow zone, careful zone). Invent situations that might occur if zones did not exist (e.g., flagpole in lunchroom, dumpsters in principal's office).

5. Contact Rita Geiger, Social Studies Specialist, State Dept. of Education to make arrangements for presentation of "Why We Have Laws." Presentation includes a film, discussion, and group activities.

D. How do my city's leaders, services and laws touch me?

1. So this is your city! Pretend you have come to earth from space. You are visiting your city for the first time. Where did you come from? Describe yourself. What are you doing in this city? What does the city seem like to you? What happens between you and the people of the city? Answer these questions in writing, drawings, or a combination.

+2. Create a "bulletin" board titled "News Flash." Use the form below and allow students to report on happenings in my city that are relevant. Keep forms readily available for students to use at any time.

David's News
(Student's name)

Today, _____, this reporter learned _____

_____

_____

_____

_____

picture

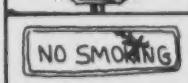
This is a news flash from your reporter.

_____
Sign Name

3. Ask students to list problems that might occur in their lives if there were no city services. Have students illustrate at least one of these problems. Group the illustrations and make a large class chart. Divide students into small discussion groups to complete one area of the chart. (Problems: traffic, no electricity, sanitation.)

Picture	Problem	Service needed	Worker needed

4. (First do this activity with school signs.) Notice city signs. Then arrange a bus tour or walk about an area of your city. Ask all students to be sign detectives and be prepared to duplicate and explain at least 3 signs. After signs have been duplicated and an explanatory paragraph written, allow students to arrange signs on a "Signs of My City" bulletin board. Duplicate signs on a ditto sheet and use the following headings: Where sign might be found? What does sign mean? What might happen if not obeyed?

SIGN	FOUND	MEAN	HAPPEN
			

5. Make a "My City and Me" mobile. Have the student attach his/her hand print, footprint and if possible silhouette. Add to the mobile representative objects in the city that are important to the student (schools, swimming pool, bus).

+6. Create The City Game (p. 146-147).

My city provides services that people want and need.

A. How does my city get from place to place?

+1. Have students in groups investigate and report on the types of transportation available--Chamber of Commerce will provide information on city transportation. Provide transportation shape booklets (e.g., cars, trains) made by producing two construction paper shapes for front and back and cutting lined paper to fit in between. Brad or staple in appropriate place.

2. Construct a bus and put pictures of your friends in the bus. Provide a bus ride. (It may be a first for some.) Invite a bus driver (school or commercial) to talk to the students. Ask: How he got his job? How he feels about his job? Why he feels that way? What is most important part of his job? Write to the State Department of Education and The National Child Safety Council, Jackson, Michigan 49200, to obtain safety materials.

3. Read and discuss air transportation. List occupations dealing with air transportation (traffic controller, pilot, flight attendant, flight engineer, airline dispatcher, ticket salesperson). Write to airlines (addresses may be obtained from newspaper) for information. Construct a model airport and include the people performing various jobs. Allow small groups to create situations and dramatize them for the class (e.g., My grandmother is flying in to visit at 8:45, but she doesn't know where to meet us). Will Rogers Airport, Oklahoma City, arranges excellent tours.

4. Discuss cars. Survey school to see how many go by my school. Name kinds. Bring in pictures and models. What would life be without them? Survey the room or other rooms to find out the most used form of transportation. Graph your information (p. 140). Tour a car manufacturing plant (General Motors, Oklahoma City). List all occupations.

5. Invite a commercial truck driver to speak to your class. Arrange for students to examine and sit in the vehicle.

6. Write a story of what you did yesterday. Go back and mark out everything you could not have done without transportation. How would your life be without transportation?

B. Why is protection needed?

1. Who protects us? Place slips of paper describing emergency situations in a container and ask each student to take one situation. Allow each pupil to develop the emergency and tell what happened during the emergency. Illustrate scenes from emergency. Ex.: flood, tornado, earthquake, car theft, blizzard, purse snatcher, avalanche, flood. Use a Chamber of Commerce guide or interview the director to discover who would protect us during emergencies.

2. Tour the police station and interview the police officers. How do they protect me?

3. Tour the city jail. Have the jailer explain services offered by the jail.

4. Tour the city hall and interview the judge. Arrange for the children to conduct a mock hearing of a story book character (e.g., Peter Rabbit) in the city judge's chamber.

5. Invite a firefighter to speak to the class and to treat the class to a ride on the firetruck. Practice calling the fire department and reporting a fire.

6. Invite dog catcher to school. Draw pictures to show duties. Read "Old Yeller" to students.

C. How does education help my city?

1. Take a walk-about of your school. List all occupations observed in school (e.g., teacher, nurse, principal, volunteers, aides, janitor, supervisors, superintendent, librarians, cooks). Assign a worker to each student to illustrate what the worker was doing during the walk-about.

2. Draw a map of the schools in your city (universities, trade schools; look in yellow pages under schools). Trace the route to each from your home.

3. Invite the superintendent to come to your class and explain the duties of each school worker. Start a classbook on school workers. Assign groups to interview various workers. Include the superintendent's comments and the interviews in the booklet. Include photographs of student school workers made during interviews.

4. Survey various business workers to learn amount of education obtained by each (e.g., police, clerks, lawyers, doctors, barbers). Graph your information.

D. How do people use spare time?

1. What leisure time activities does your city offer? Contact Chamber of Commerce or Recreation Director. Plan a map of the city featuring available leisure time facilities. Invite a YMCA director to speak with the class. Visit several facilities in the city and participate in varied activities (e.g., bowling, jogging, tennis, miniature golf). Check yellow pages for recreation activities.

2. Ask students to bring in any objects that are associated with leisure time activities. The other students may guess what the activity is and then participate in the activity.

3. Interview a 10-year-old student, a 17-year-old student, someone over 30, and someone over 65 about their leisure time activities. What are the differences? What are the similarities?

4. Plan leisure time activities of the future. Tell why they are appropriate for the future. If possible, simulate participation now. Create drawings of you participating in this future activity.

5. Survey class for favorite TV shows and number of hours spent viewing. Graph information.

6. Categorize TV programs as to why viewed according to: (a) information, (b) entertainment, and (c) forget problems, (d) something to do, and (e) other reasons.

7. Log your activities on a calendar for one week. Calculate time spent in each activity. Plan your leisure time schedule to include new activities (p. 141).

MY CITY UNIT IV: WORK IN MY CITY

Workers produce goods and services to satisfy wants and needs.

A. Who produces goods and services?

1. Create a "Careers In My City" booklet. As various information is obtained add it to the booklet, alphabetizing by career title. The following form might be used:

Career_____

What work is done?_____
_____
_____
_____

How do I learn to be a _____
_____
_____?

If I were a _____, I would look like this:

(Draw Picture)

---

2. Use a phone directory, a newspaper, or a walk-about to gain information for a chart of goods and services. Charts may be made individually, in small groups or as a total class project (vary services and goods to your city).

Service	(Performed By) Workers	(Used By) Consumer
health care		
hair care		
TV repair		

Goods	(Made or Sold By) Workers	(Used By) Consumer
bread		
shoes		

3. Prepare Bingo Cards with names of jobs printed on each square as follows: (Prepare each card in a different order.).

Teacher	Waiter	Barber	Dentist
Fire-fighter	Truck Driver	Florist	Logger
Sales Clerk	Garbage Collec-tor	Mayor	Librar-ian
Banker	Tele-phone Operator	Dish-washer	Cook

Prepare call out pieces by matching job descripton on cards. Play game like traditional Bingo with winner being the first one who covers four squares in a row (add to center).

4. Make a career family tree. Give each student a tree model to put in occupations of the family (p. 154).

5. Create a "Hall of Fame". Draw a picture of the worker you would most not want to be without. Be prepared to tell why. Hang your worker in the "Workers Hall of Fame." Write a song or poem about this worker. Haikus are excellent for beginning poetry experience.

e.g.,

1 2 3 4 5
Police Officer (5 syllables)

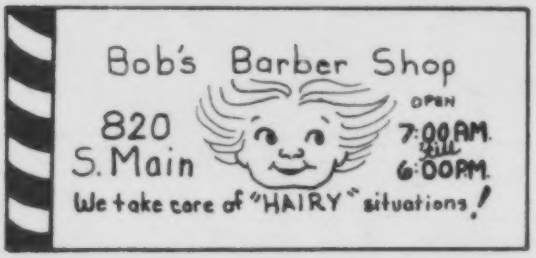
1 2 3 4 5 6 7
I protect you and your home.
(7 syllables)

1 2 3 4 5
Why don't you help me?
(5 syllables)

We depend on each other.

A. How do we depend on each other for goods and services?

1. Develop a directory of goods and services for third graders. Discuss where and how goods and services may be obtained. Look at the ways work is organized in your city directory. Allow students to create own classification scheme for directory.



Concentrate on wants and needs of third graders to create one guide. Create a guide featuring services available from third graders (e.g., babysitting).

+2. Use the puzzle form (p. 148) to relate interdependence of producers and me.

3. Design a business card to advertise your position in a city business.

Expand idea to include newspaper and television advertisements.

4. Have each student lie down on butcher paper, while another student traces the body shape. Attach the student's image to wall. Using magazine pictures, advertisements, labels or drawings, create a collage in the body shape to include the many goods and services the student uses. Write somewhere on the body, "I Am A Consumer."

5. Write the words Goods and Services. Ask the students to use "acrostics" to describe what they might use.

G um
O nions
O ranges
D ress
S ocks

6. Write a story titled, "Producers and Me." Start with getting up in the morning and continue through the day until bedtime. Go back through your story and underline in red every sentence that includes a good or service.

7. Organize students to be producers of chocolate chip cookies. Write the recipe on the board. In small groups divide the resources needed among the students. Have each student explain where his/her resource came from; e.g.,

Resource	Brought	Originally From
butter	Jim's Market	Northlake, Ill. (read labels)

Include tools of production such as bowls, spoons, oven. After cookies have been made, count the people depended on. The project can be extended to develop concepts of consumer, marketing, profit, loss, by selling the cookies to other classes and calculating expense and income. Chart your experience.

B. How do community organizations help me and my friends?

1. Obtain information about community organizations from Chamber of Commerce. Have students write to each requesting the following information:
   a. How did your organization get started?
   b. What are membership requirements?
   c. How does your organization help my city?
   d. Is a representative from your group available to speak to my class? (If so, invite the representative to speak.)

2. Cut a red, paper heart as large as possible. Attach the heart to a area to which the students have easy access. As the community organizations study progresses, ask students to find pictures that represent services provided by these organizations. Students may create own drawings or use newspaper clippings. Glue all findings to the heart to create a collage. Place the words "The Heart of Our City" above the collage.

3. Ask city organizations to officially designate certain students as school-student representatives of the organization. Arrange for student representatives to visit other classes and share information about that city organization. Each student should prepare illustrations to use in the presentation, create official organization badges to wear and share with those interested, and distribute promotional brochures.

4. Using calendar form, prepare a calendar showing time and date of organizational meetings. Take home and share with neighborhood (p. 141).

5. Ask students to survey parents or neighbors about membership in community organizations. Ask students to find out names of organizations and information about small group sessions. Have chairperson report data to class and compile on board. Have each student prepare a graph telling the membership story.

6. Become a community organization. Select your name, function, membership qualification, etc. Have the mayor declare your organization official. Start a fund raising activity (Read-A-Thon, Joy-A-Thon). Donate money to worthy causes.

7. A spaceship has landed in your backyard. The spacebeing gives you a mission: "Your city is doomed unless you can prove to me that the people in _____ are working together." Prepare a ditto as follows:

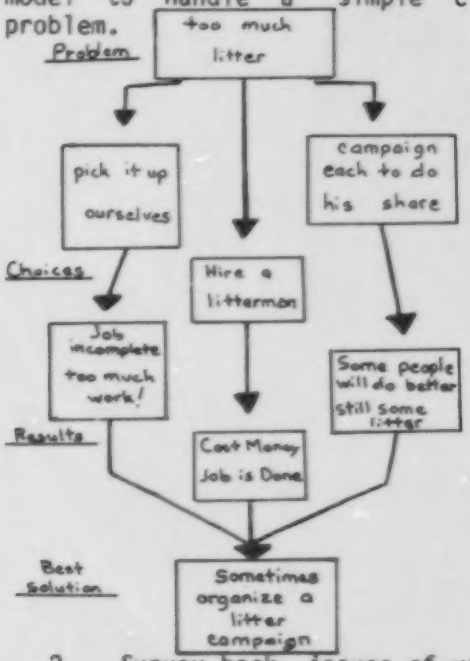
> Dear Space Citizen,
>
> The people of (my city) are working together in the following ways:
> a.
> b.
> c.
> d.
> e.
> f.
>
> Your friend,

Send a reply to the spacebeing's mission by researching and listing interdependence activities of the city. Teacher might dress as a space being and let students present letters orally.

My city solves problems.

A. Why is crime a problem in my city?

1. Discuss problems. Have students participate in problem solving model. First use the model on a personal basis (e.g., how to spend allowance). Then convert the model to handle a simple city problem.



2. Survey back issues of your city newspaper. (Most papers will provide free copies for class projects.) Cut out all articles dealing with crime in your city. Classify the articles according to type of crime. Try to determine the leading crime problem in your city. Check your conclusion with the sheriff's office.

Crimes against person--murder, robbery.
Crimes against property--theft, burglary, vandalism, arson.
Crimes against laws--traffic, gambling, cheating in business.

B. How does transportation become a problem?

1. Contact highway patrol officer to demonstrate speed gun and discuss transportation problems.

2. Go to an intersection and notice all traffic signs. Construct a survey chart to be used to record your observations at the intersection.

Place: 4th and Fir
Time: 2:30-3:00
Traffic Signs: Stop sign on north; yield sign on south.

Total # of vehicles north: (15)
Number obeying stop sign: (10)
Number not obeying stop sign: (5)
Total number of vehicles south: (12)
Number observing yield sign: (10)
Number not observing yield sign: (2)

Report actual findings to mayor or in a letter to your local editor.

3. Dip an old film in a bleach solution (start with 1/2 bleach and 1/2 water. Increase bleach content as needed.) After old film is clean and dry, students may use magic markers to create a filmstrip about transportation.

4. Discuss transportation problems as related to accidents. Ask students to role play accidents and causes. Then construct a ghost figure with flaps that close on both sides. On the inside of the ghost write why you became a ghost. Close the flaps of the ghost and on the outside flap write, "I'm a ghost because . . .".

C. In what way is ecology a problem?

1. Let the students create a Pollution Monster bulletin board. Have a create a "pollution monster" contest and select one monster to be enlarged and used in center of board. Scatter other monsters around board. Divide board into four sections: air pollution, water pollution, noise pollution and land pollution. Ask students to find pictures, drawings or word articles of each kind of pollution and add to board. After pictures have been displayed for a time, remove three pictures of each kind of pollution. Mount each picture on a 3x5 card. Make a matching card naming the kind of pollution or describing pollution effects in each picture. On one card mount a "pollution monster." Play a matching game like "Old Maid." Make several sets.

2. Determine your city's ecological need (mayor, survey, city hall, newspaper are sources of information). Organize an Ecology Campaign and work toward solving the problem.

3. Celebrate Earth Day by planting a tree, cleaning up playground, painting dumpsters, making posters, recycle newspaper (p. 133).

4. Collect information about what organizations are doing to help people improve the environment. Students may write to:

National Audubon Society
1130 Fifth AVenue
New York, N.Y. 10028

Citizens for a Better
Environment
2561 N. Clark Street
Chicago, Illinois 60614

Keep America Beautiful, Inc.
99 Park Avenue
New York, N. Y. 10016

Oklahoma Dept. of Wildlife
Conservation
801 N. Lincoln
Oklahoma City, OK 73105
(405)521-3855

View the Dr. Seuss film, "The Lorax." (p. 71)

D. How does communication help solve problems?

1. Construct a "Names in the News" bulletin board. Feature articles from your city newspaper about people and problems. Have the students select and mount the articles along with a written explanation of why this name is in the news and how a problem was solved. If appropriate, have student write to the person giving congratulations for the accomplishment.

2. Divide into three groups. Ask each group to take one topic (crime, transportation, or ecology) and find as many examples of using communication to solve a problem as possible (radio, TV, magazines, newspapers).

3. Interview a newspaper carrier. How does the carrier help people solve problems?

+4. Create "Yellow Pages Gran Prix" from Learning, December 1977, p. 26.

5. Contact your local Bell Telephone office for information about an excellent telephone unit, "Telezonia."

6. Write a letter to the editor explaining a city problem and your solution.

My city is constantly changing.

Divide the class into two groups to draw two sections of a mural. The first section should show the city in its natural state (hills, trees, water, bushes). The second section should be drawn on clear plastic and show the city today (parks, factories, automobiles, buildings, roads, parking lots). Bulldozers and cranes might be shown in appropriate areas to indicate ongoing change. Smog and water pollution might be used to indicate the problems of change. When both sections are completed, place the plastic over the first section and witness the transformation of a city.

A. How has nature changed my city?

1. Discuss natural disasters. List possibilities in your city. Invite the Civil Defense director to visit your class and give the city's plan for natural disasters. Contact your civil defense office and ask for information about past disasters and what changes were caused.

2. Check your area for wind and water erosion. Interview neighbors about changes.

B. How have people changed my city?

1. Survey your neighborhood:

a. Where have you lived other than this city?

b. If you moved here from another city, why did you come? Choose the two most important reasons.

____Better jobs
____Better gov't services
____Better schools
____Better recreation
____Relatives and friends here
____Others (list)

c. List two things you like about living in this city.

d. List two things you do not like about living in this city.

Guides for analysis:

a. Number who have always lived here.

b. Number moved here from another place.

c. Reasons for moving-list in order of importance.

d. Reasons people like living in the city.

e. Reasons people do not like living in the city.

2. Cities are always changing. Tour your city and note the change going on now, e.g., new buildings, new businesses, new signs, streets being repaired and constructed. Mark on city map places where change is occurring.

3. Research: Invite a representative of an oil company to speak to your class and explain what the company does to find and obtain oil. Invite a land owner who has had oil exploration on property to speak to the class. (Students should be prepared to ask questions of speakers.) Visit an actual site of oil exploration.

After research activities are completed:

a. Construct a class chart to list pro's and con's (for's and against's) of possible oil exploration. (Con's might include destruction of beaches and other environmental aspects of the area, the many new people coming to the area).

b. Organize a town meeting. Those in favor of leasing their land would debate those opposed.

c. Fold a paper in half. On one half, draw pictures of land site before exploration and on other half, draw pictures of land after exploration.

d. List items in your home, school, city that depend on oil.

C. What will my city be like in the future?

1. What will you look like in ten years? How old will you be in ten years? Describe your clothes, your hair and your size. Draw a picture of yourself as you might look in 10 years.

2. Pretend you go to a fortune teller. What is told about about your future? How will you use this information? Take turns telling fortunes.

3. You are in a house in the future. Tell how it looks. What is it made of? What can the house do? How is it different from your own home? How is it furnished? Draw your house of the future. Make a blueprint of your house.

4. Build diorama using stuffed paper sacks--assign home and one business to each student. Push back desks and allow city of the future to be assembled in large area in middle (paper bags are more suitable for this age as bags are easily painted, cut, shaped and manipulated).

5. List the features students would include in cities of the future. Assign groups to develop features in models. Use boxes, cans, wire, bowls, small objects or anything the students suggest.

6. Assign groups to list concerns we should explore now in order to provide for the future. (e.g., study pollution, build more and bigger zoos, discover energy sources, save old homestead and farm buildings, conserve our soil and water). Have group studies and reports on a "future" topic.

7. Ask students to join you in a "Future Party." Each student could dress in clothing appropriate for a role in 100 years. A refreshment committee could provide food that might be eaten at a 21st century party. A decoration committee could provide an atmosphere. An entertainment committee could tape music of the future or present a live act. The highlight of a "Future Party" could be each guests narrative of their role in the city (include job, home, school, recreational activities).

I am important to my city.

A. How can I be a worker in my city?

1. Wear "I am a Worker" badges on a special school work day. In small groups provide services for areas of the school. Publish a newsletter ahead of time to let cooks, teachers, janitors, librarians know you are available to work.

2. Ask the Mayor to provide opportunities for the students to work for the city. Be ready to suggest painting hydrants, sweeping sidewalks, washing windows, etc.

+3. Ask students to choose places in the city where they would most like to work. Tell the type of transportation used to get there. Use the city map and write directions from the school to the place of work. Mount the written directions and include a flap that may be raised to disclose the chosen place. Display the student prepared directions by a city map for other students to read and discover place of work. Area could be titled, "Where Do I Work" or "Follow Me to Work." Activity may be done using parent's place of work.

4. Remove as much furniture as possible from your room to create a dream city. Use large refrigerator crates to create buildings. Provide materials for painting and landscaping city. Elect government to operate. Provide varied amounts of play money through a lottery. Encourage new business development. After physical setting is prepared, let children play roles as workers in the city.

B. What decisions can I make to help solve problems?

1. Use the problem solving model (p. 64). Invite the principal to speak about the school's problems. Decide on one problem for the class to analyze. Determine a solution and put it to work.

2. Have the students write about future problems they may need to solve. Put the problems in a box. Have each student draw out a problem, write a solution and return it to the owner.

3. Create a problem solving booth in your hall or open area. Students from your room will take turns operating the booth. Problems will be submitted from other students using a form obtained from the booth; students should indicate if they want responses written to them personally, included in written news bulletin or included in broadcast.

4. Create an area where children may display paragraphs titled "My Biggest Problem and How I Solved It."

5. Write to a third grader in a city smaller than yours and a city larger than yours. Ask about their problems and compare replies with your problems. Write Chamber of Commerce to obtain third grade addresses.

6. Look at the comic page of a newspaper. What problems are there? Help solve them in a cartoon solution.

C. How am I a citizen?

1. Discuss a citizen in the classroom and the responsibilities that go with that citizenship. Plan a citizens-in-action lottery and take care of room housekeeping at the same time. List a cleanup responsibility on one index card. Make the cards as clever as possible (e.g., One, two, three, and four. You get to sweep the floor; The sink is dirty and turning green. Please make it nice and clean.). Write supervisor on three of the cards. Have each student choose one citizen-in-action card, complete the job and check with the supervisor to determine if the job was completed satisfactorily.

+2. Provide each student with string, five index cards and magazines. Have the students select five important events in their lives from birth to now. Each event should occur in a different year if possible. The event may be shown by writing, drawing, magazine pictures or a combination. Event cards are attached to string in order of occurrence.

3. Each week (or daily) choose students to be featured as citizens of the week. The students will gather materials about themselves over the weekend with the family's help (e.g., photographs, drawings, paragraphs describing events in student's life). On Monday, students will arrange materials on the bulletin board.

D. What do my dreams mean? What can I do?

1. This space ship is programmed to travel through space and return to earth in 100 years (p. 149). List the items you would put aboard the ship to help people in 100 years know your city.

2. Make a time capsule for your city. Use a large coffee can, taped and painted with a sealer. To add extra excitement, obtain permission to bury the capsule on the school grounds. Publish an account of the activity in the local paper including instructions for retrieval of the capsule.

3. Construct a chart showing ways students use energy. Construct a chart showing ways students could save energy (e.g., turning off lights when they leave a room, keeping doors and windows closed during extreme temperatures, shutting refrigerator door quickly, not leaving radio or T.V. playing while no one is around). Each student could contribute one way in which s/he is saving energy.

4. Start a Doers Club to get involved in energy conservation (e.g., have an energy fair, design posters, give puppet shows to younger students about energy conservation).

5. Use excellent comic books, e.g., "Mickey Mouse and Goofy Explore Energy Conservation" from Darla J. Huffman, Energy Information Service, 4400 N. Lincoln, Oklahoma City, OK 73105 (405-521-3941).

6. Publish a city newspaper of the future. Students may fantasize their own articles or borrow articles from the local paper and reconstruct the articles to reflect the future. Articles may be published that tell about each student's role in the city in 20 years.

I can learn about other cities.

A. What do I know about my city and other cities? How are they alike and different?

1. Form three groups and ask each group to write to the Chamber of Commerce of other communities asking for information about the city. Use a city with which you are familiar. Data would include: kind of community (rural, urban, suburban), shelters, jobs, special things to do, places for learning, and transportation. Make a chart providing a comparison of data.

2. Use poetry to express ideas about your city and other cities.

Cinquain	Diamante
Pattern	Pattern
noun	noun
2 adjs.	2 adjs.
3 verbs (ing)	3 verbs
1 phrase	4 nouns
1 noun	3 verbs
	2 adjs.
	1 noun

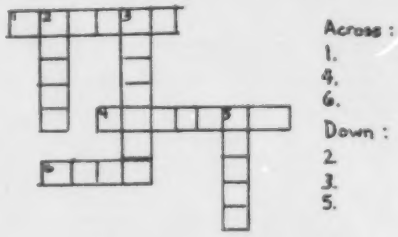
e.g., Transportation
Fast, Slow
Going, Coming, Stopping
Moving Cities
Magic

e.g., Workers
Busy, Needed
Thinking, Hustling, Trying
Manager, Teacher, Lawyer, Banker
Helping, Producing, Creating
Happy, Beautiful
People

3. Use the report form (p. 127) to organize information about other cities. The form may be more meaningful to a study of the city by removing the logo and adding a city logo.

Have a city logo contest and choose one to include on the report form. Students love their work in print.

4. Build a city puzzle using words you have learned in your city study. You may use this guide and black in spaces, not used, add spaces, or construct your own. Start with simple forms and get more complex.



5. Look in a United States Atlas and find other cities in United States that are named the same as yours. Develop a list of possible questions to be asked and let each child write to one city. (For most success, use an address similar to the following: Third Grade Class, Plannet Elementary School, Plannet, IA 50577.)

RESOURCES FOR MY CITY

Getting Around Cities and Towns by Winifred Ho Roderman. Social Studies School Service, Box 802, Culver City, CA 90230.

An illustrated worktext designed to help students orient themselves by means of landmarks and geographical directions, locate places in strange neighborhoods or large buildings, reading simple maps, and using public transportation.

Bicycles Are Beautiful (free film). McDonald's Film Library, c/o Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, NY 11040.

This entertaining film, narrated by Bill Cosby, teaches bike safety and features the National Safety Council's bicycle safety test. The film lets youngsters of all ages test their knowledge of the rules of the road and good bike driving judgment.

People Need Each Other by Cherrie Farnette, Imogene Forte and Barbara Harris. Nashville, TN: Incentive Publications, Inc., 1979.

Reproducible pupil activity pages (106) designed to develop an understanding of the interdependence of people. Activities can be easily adapted to city study.

Games Teachers Make by Ray Hollinger and Curt Shreiner. Instructional Design Associates, P. O. Box 295, Willow Street, PA 17584.

Suggestions and guidelines organized by skills for practical teacher-made games.

The Changing City by Jorg Muller. New York: Atheneum Publishing Co., 1977.

Eight full-color fold-out pictures depicting urban change that is true of the city scene in the U.S. One sees the same section of a city pictured at three-year intervals from 1953 to 1976 as through neglect and lack of planning it loses its character and purpose.

The Lorax (free film). Oklahoma Department of Wildlife Conservation, 1801 North Lincoln, Oklahoma City, 73152.

A "Dr. Seuss" tale with a serious theme: Clean up the environment before it is too late.

Economics: A Social Studies Supplement for Grade Three. Oklahoma Council for Economic Education, 112 Business Building, Oklahoma State University, Stillwater 74078.

Activities, games, concepts and evaluation procedures for implementing Oklahoma's economic education program.

My State

I. People and their ways
   A. Our origins
   B. Ethnic cultures
   C. The arts

II. Government of Oklahoma
   A. Statehood
   B. Branches of government
   C. Participation

III. Regions of Oklahoma (8 weeks)
   A. Red carpet region
   B. Great Plains region
   C. Fun region
   D. Kiamichi region
   E. Frontier region
   F. Green region
   G. State activities

IV. Agriculture
   A. Cattle
   B. Wheat
   C. Cotton
   D. Peanuts

V. Other industries
   A. Lumber
   B. Manufacturing
   C. Aerospace
   C. Oil and gas
   D. Tourism

VI. Communications
   A. Radio
   B. Television
   C. Newspapers and magazines
   D. Others

VII. Resources and ecology
   A. Energy
   B. Land
   C. Water
   D. Wildlife

VIII. History of Oklahoma
   A. Native Americans
   B. European explorers
   C. American pioneers
   D. Settlement
   E. A look at my state

Native Americans, European explorers and American pioneers are important in Oklahoma's history.

A. What are the origins of the people of Oklahoma?

1. Research and recreate the 14 flags that have flown over Oklahoma. In small groups, make a presentation, using audiovisual materials and handouts about the governments each flag represented.

2. Each student will make a family tree (p. 153), researching the national origins of each student.

3. Invite a person from the community who speaks a second language to share another country's customs and teach some language or a game.

4. Have a tasting party of foods from other lands. Each child will bring a food from one of the countries of origin. Write the recipe and give a brief history of the food. Make a cookbook of the class's recipes.

B. Which ethnic cultures are found in Oklahoma?

1. Check the original booklets about Oklahoma and make a list of all the special events in Oklahoma that pertain to an ethnic group. Have each student write for information concerning these events.

2. Make a chart listing all the different cultures found in Oklahoma.

4. Divide in groups to find as many contributions as possible that each group made.

5. Have each student make a short report about a well-known person in each of the ethnic groups, e.g., Yvonne Chouteau, French; Will Rogers, Native American.

5. Have students dress a doll in an ethnic costume.

6. Choose and celebrate a special ethnic festival. Divide into small groups and research some activities and games of that festival. Have some students design costumes of paper and make a short presentation of their history.

C. What arts are found in Oklahoma?

1. Use the six regional booklets and make a list of all the community theater groups and dramas, such as the Choctaw drama, "Journey's End." Add to the list annual folk plays, operas, festivals and pageants.

2. List the symphonies, music festivals, musicals, ballets and operas. Include places that feature Native American dance or square dance.

3. Invite a member of the community to teach the students a square dance.

4. Invite a member of the community to demonstrate Native American dance.

5. Make a display of Native American art.

Oklahoma is a relatively new state in our nation.

A. What are some of the things that happened in early statehood days?

+1. Make a large poster of the first state flag.

+2. Make a poster displaying the state symbols. Design a game to play with the symbols.

3. Write and produce a skit about the first days of statehood.

4. Make a mural depicting the birth of Oklahoma as a state.

5. Braid a rug using strips of old material.

6. Make a display of items from home that might have been in use in early statehood.

7. Arrange a day for parents to come see the displays, skits, reports, and artwork.

8. Read the legend of the mistletoe. Have each student choose a flower and write their own legend about that flower.

B. What are the branches of Oklahoma government?

1. Research the executive officers of the state of Oklahoma: governor, lieutenant governor, secretary of state, attorney general, treasurer and superintendent of public instruction. Find out the name of each and the length of term.

2. Find out who your state senators and representatives are. Where do they live? Are they Republicans or Democrats?

3. Ask your state senator or representative to visit your school and speak to your class.

4. The State Supreme Court is made up of a chief justice and eight judges. Contact a member of the local bar association to find out their names.

5. Have a local judge speak to your class.

6. Make a list of county offices. Research the duties of each office and the names of the officials. Invite a county official to speak to your class.

C. Why do we need to participate in government?

1. Investigate taxation. Find out the amount of city tax. Figure the tax on a $6.00 Monopoly game. Figure the tax on your allowance for a year. What are some of the services bought with your tax money?

2. Arrange for a member of your city government to speak to the class about the way tax money is spent. What would you have to do without if people did not pay city, county, and state taxes? (p. 146)

3. Look at rules for your school 20 years ago. Examine a list of your school rules.

4. Make a list of rules you obey as a pedestrian or as a bike rider. Why are they necessary?

5. Elect class officers of your room. What will be their responsibilities?

Oklahoma has varied geographical characteristics.

A. Where in Oklahoma is the Red Carpet region?

+1. By using the pamphlet "Red Carpet Country" from the Department of Tourism, outline the area designated as Red Carpet Country on a free state map. These are available from the Department of Tourism, 500 Will Rogers Building, Oklahoma City, OK 73105.

+2. Make a list of the major cities located in this area. Locate on map.

+3. Make a list of the recreation areas, state parks and museums in the area on a chart.

+4. Design an Oklahoma booklet to contain handouts and work pages. Cover booklet with material in a patchwork design.

5. Design a "seek and find" using area names. Plan to take slides during the unit to show at a culminating activity in May. Record Oklahoma songs the children learn and play the recording when viewing slides.

B. What are the important landmarks, state parks and historical areas in the Great Plains country?

+1. Using the pamphlet "Great Plains Country" and an outline map of the Great Plains region, locate and label Indian City, U.S.A., Anadarko, Ft. Sill National Historical Landmark and Museum, Wichita Mountains, Chisholm Trail Historical Museum, and the Red Rock Canyon State Park.

2. Add these areas to the chart of recreation areas, state parks and museums (+A3).

+3. Alphabetize the list by giving a place name to each student and letting them sequence names in the right order.

+4. Play the Road Map Game. Teach children to use letter and number guides for location. Place two Oklahoma maps on the north wall. Use marked off areas of the Great Plains country. Divide class in two teams. Have the first two children positioned in front of maps. Call letter and number. The student who points to the location first gets two points for that team. Finding the correct location earns one point.

+5. On an outline map of Oklahoma (p. 151) draw in the Chisholm Trail. Research and report on its history.

C. What are the important areas of Fun Country?

1. Add to the chart (A3) the important state parks, recreation areas and museums in the Fun Country region.

+2. Using the list of newspapers in the "Fun Country" booklet, write letters to each newspaper in the region asking for a newspaper on a specific date. Compare the newspapers. Make a list of special recreational events from the newspaper. Design a poster advertising a special event listed in the newspaper.

+3. Using an outline map of the area, locate the following: Arbuckle Mountains, Lake Murray, Lake

Texoma, Lake Arbuckle, Atoka Lake, Turner Falls, Devil's Den, Platt National Forest, and Price's Falls.

+4. Write the Chamber of Commerce of each major city and ask for information about their local area.

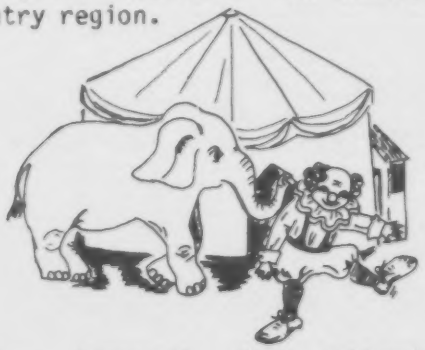
+5. Write Platt National Forest, Sulphur, OK 73086, for information concerning activities available at the park.

+6. Plan a camping weekend at the park. What will you do, what will you take, how much money do you think you will spend? Itemize the expenses.

D. What historical events are of interest in the Kiamichi region?

+1. Using the pamphlet "Kiamichi Country" outline the area designated as Kiamichi country on the state road map.

+2. Add to the chart (+A3) important state parks, recreation areas, and museums in the Kiamichi Country region.



+3. Research the following places of historical interest: old Chief's house near Ft. Townson; Chief Thomas LeFlore's home; Choctaw Cultural center, Hugo; Old Ft. Townson; Goodland Presbyterian Children's Home; home of the Winter Circus, Hugo. Information on these places is available from the Department of Tourism (+A1); Tri-County Lakes Association, Box 382, Hugo, OK 74743; Choctaw County Chamber of Commerce, 200 S. Broadway, Hugo, OK 74743; the Oklahoma Historical Society, Wiley Post Historical Bldg., Okla. City, OK 73105; Kiamichi Country, Inc., Box 921, McAlester, OK 74501.

+4. List the lakes found in the region.

5. Learn the song, "Swing Low, Sweet Chariot" composed by Rev. Ebenezer Hatchking in 1833 at the mission he established at Clear Creek in McCurtain County.

+6. The world's largest paper machine is operated by the Weyerhauser Company at Valliant, McCurtain County. Make a report by writing to them for information. What effect does this industry have on the economy of the region? What effect does the industry have on the environment?

7. Select an activity or festival in the Kiamichi region and give a report using posters or other audiovisuals to persuade people to attend, e.g., McAlester Prison Rodeo, Kiamichi Country Western Week, Belle Starr Festival in Wilburton, Owa Chita Festival in Beaver's Bend State Park, Hartshorne Blue Mountain Western Festival, Grants Bluegrass Festival in Hugo, Sander's Family Bluegrass Festival in McAlester, Choctaw Festival in Tuskohoma, and Italian Festival in McAlester.

E. What are the important areas of the Frontier Country region?

+1. Using the pamplet, "Frontier Country," outline the area on the state road map.

2. Add to the chart important state parks, recreation areas and museums (A3).

+3. Using either the telephone books from the area or the booklet "Frontier Country," in pairs list restaurants under the following headings: foods of the local or regional areas, foods of foreign areas, and general foods.

4. Plan a weekend trip to one of the cities in the Frontier region. What will you see? Where will you go? Estimate the cost for your family.

5. If you live in the Frontier area, invite elderly people in your area that remember the run--or have heard stories of the run from their parents. Record and listen to what they have to say. Make a collection of these stories, publish them.

F. What are the interesting features of the Green Country region?

1. Using the pamplet, "Green Country," outline the region on the state road map.

2. Add to the chart (A3) important state parks, recreation areas and museums in the Green Country region.

3. Research and report on Miami artist, Charles Banks Wilson, whose murals and portraits hang in the State Capitol Building. Have a Charles Banks Wilson Day. Write to the Chamber of Commerce, Miami, OK 74354, for information about their native son.

4. Write for information from the Department of Tourism (A1) or from the local chamber of commerce about these well known areas. Have a "Talk About": Will Rogers Memorial, J.M. Davis Memorial, Claremore; Tsa-La-Gi, Tahlequah; Frankhoma Pottery, Sapulpa; The Azalea Festival and Submarine Batfish, Muskogee; Murrell Home, Tahlequah; Grand Lake of the Cherokees; Har-Bar Village, Grove; Ouachita Mountains National Forest; Pawnee Bill Museum, Pawnee; Sequoyah's home, Sallisaw; Port of Catoosa; Sun D-X Refinery Tour, Municipal Rose Garden, Mohawk Park and Zoo, Tulsa; Woolaroc Museum, and Frank Phillips home, Bartlesville; and the Tom Mix Museum, Dewey.

+5. Using the book, A Child's Guide to Tulsa, plan a walking tour of Tulsa. If you are close enough to the area, make the tour.

6. Have a Green Country festival for a day. Invite another class in to see what you have done.

G. How do these regions form the State of Oklahoma?

+1. Laminate a state map. Cut the map into six parts using the boundaries of the six regions. Use as a jigsaw puzzle. Later, cut up each region to make a more difficult puzzle.

2. Obtain a satellite landsat photo of Oklahoma from EROS Data Center, Sioux Falls, SD 57198.

+3. Cover the landsat map with clear vinyl. By using a road map for comparison, find and mark with a magic marker the areas listed on the chart of state parks, lakes and mountains. Add major cities in Oklahoma. Perhaps the rivers can be located. When done, lift vinyl from landsat photo.

4. On the state outline (G3)

write the approximate mileage distance for the east-west and north-south boundaries. Compute the time it takes to drive across the state east-to-west and north-to-south.

+5. Play concentration with map symbols and their matching words.

6. Make a topography map of Oklahoma from salt-flour (p. 133). With pencil, mark rivers and lakes in the dough before mixture is dried.

7. On a large outline map of Oklahoma, fill in the map with the state's capital, major rivers and lakes, important mountain ranges and plains, major historical sites, cities with largest population, state and national parks, birthplaces of famous Americans, and major recreational areas. Include your hometown. Add the names of neighboring states. Make a key for your map. Create a symbol for each category and put the symbols on the map (e.g., a tree for state and national parks).

8. Find out your state's population, last year's total rainfall, highest temperature, and date and miles-per-hour of the fastest wind.

9. Learn as many songs as you can written by Woody Guthrie. Research his life. Have a Woody Guthrie Day. Invite another class to hear your songs.

10. Learn the songs from the musical, "Oklahoma."

+11. Complete Oklahoma map games on state road maps (p. 150).

Agriculture is the leading industry in Oklahoma.

A. How important are cattle in Oklahoma's economy?

1. Make a graph showing the amounts of the top five agricultural products.

2. Research the kinds of cattle that are raised in Oklahoma.

3. Invite a local cattle rancher, county, extension agent or FFA member to talk to your class on care, showing and judging cattle. Make a list of points a good judge looks for in evaluating cattle.

4. Make a trip to a farm or ranch to look at cattle.

+5. Color the cattle-raising counties of Oklahoma on a map.

B. How important is wheat in the Oklahoma economy?

1. Research the history of wheat. Why is it called the "staff of life"?

+2. Color the wheat-raising counties of Oklahoma on a map (p. 152).

+3. Make a list of products that contain wheat.

+4. Compile a wheat cookbook containing the recipes of favorite foods of children in your class that contain wheat.

5. Invite someone to demonstrate bread-making to your class.

+6. Have someone teach your class to braid and weave wheat. Make a gift.

C. How important is cotton in the Oklahoma economy?

1. Color the cotton producing counties of Oklahoma on a map (p. 152).

2. Raise a cotton plant in your room. Whole seeds are found in cotton seed mulch.

3. Make a chart of by-products of cotton.

4. Have a speaker show your class how to pull the seeds from cotton and twist a thread on a spinning wheel.

5. Invite a resource person that weaves on a loom. Take a trip or invite them to the class.

6. Invite a resource person to talk about dyeing cotton with native dyes.

+7. Have each child make a quilt block from cotton scraps. Have children embroider their names on the blocks, and piece together to make a wall hanging.

8. Research the life of Eli Whitney.

D. How important is peanuts to our economy?

1. Color the peanut producing counties in Oklahoma on a map.

2. Ask your county agent or a peanut producer to speak to your class on how they are grown.

3. Make peanut butter (p. 133).

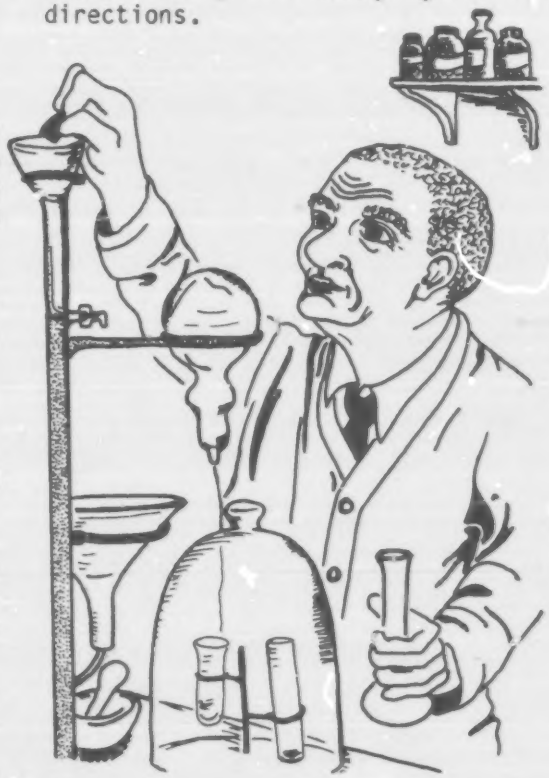
4. Look at raw peanuts, then roast them.

5. Learn Oklahoma folk song, "Sandy Land."

6. Research the life of George Washington Carver.

7. There are over 400 uses for peanuts. Find as many uses as you can.

8. Grow a peanut plant in your room. Ask your county agent for directions.



Oklahoma has many other major industries.

A. How important is lumber to our economy?

1. Each year Oklahoma lumber companies produce over $100,000,000 worth of wood products. Research the different products made from wood in Oklahoma.

2. Color the lumber-producing counties of Oklahoma on a map (p. 152).

3. Find out the kinds of trees that are used in lumbering.

4. Start a peach tree by planting a peach seed.

5. Examine the rings of a tree. Find the year of your birth. Can you find other important dates?

B. Do many Oklahomans work in manufacturing industries?

1. In 1900, Oklahoma had 500 manufacturing plants producing $2,700,000 by 2,600 workers. In 1929, the annual production was valued at $150,000,000 by 30,000 workers. In 1952, manufacturing employed 78,000 workers with a production value of one half billion dollars. During 1960, Oklahoma manufacturing exceeded one billion dollars in value and employed 100,000 workers. By 1980, the number of jobs was around 200,000 and the value of goods was around 3 1/2 billion. Graph the increase in manufacturing from 1900 to 1980. What conclusions can you form? Compare and contrast two years. Write a paragraph about your conclusions.

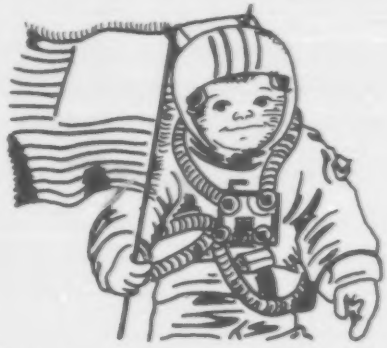
2. Visit a manufacturing plant in your area. Find out about and display their product.

3. Look in the yellow pages of your phone book for manufacturers and their agents. Compile a list. Invite a representative to your class. Find out what they produce and where it is shipped. Set up a display showing where and how their goods are transported.

C. Why is aerospace the fastest growing Oklahoma industry?

1. Research our six Oklahoma astronauts. Find their hometowns on a road map.

2. Write to NASA, Houston, Texas, to obtain pictures and the stories of aerospace flights.



3. If possible, visit the FAA World Center in Oklahoma City or a local airport.

4. Study the principles of flight by having a paper airplane contest. Have three awards, one for distance, another for accuracy and one for aerobatics. See The Paper Airplane Book by Seymour (Viking).

D. How important is oil and gas to Oklahoma?

1. Color in the oil and gas-producing areas of Oklahoma on a map (p. 152).

2. Research the drilling of the first commercial oil well in Oklahoma, the No. 1 Nellie Johnston. Where was it and when was it drilled?

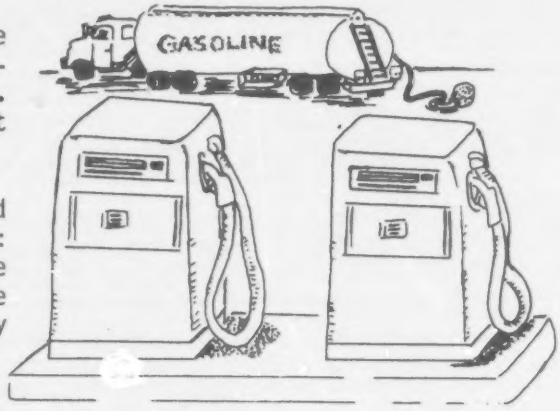
3. Find out about, locate and report on these famous oil fields: the Glenn Pool, the Burbank, the Tonkawa, Drumright-Cushing, the Healdton, and the Oklahoma City field.

4. Men who made and lost fortunes in oil became known as "the Greatest Gamblers" of all time. Many of the men who took the gamble became millionaires. Some of these men are E. W. Marland, J. Paul Getty, Charles Wrightman, Henry Sinclair, Pat J. White, Tom Slick, W. G. Skelly and Frank Phillips. Find out all you can about them.

+5. Use the book Oklahoma's Blending of Many Cultures to find out what these oil terms mean: wildcat, dog house, crow's nest, horse's head, rockhound, oil patch, Christmas tree, and jackknife. Draw the symbols and the actual working part.

6. Write the Chamber of Commerce, Tulsa, OK 74101, to obtain information on Tulsa. Find why it is called the Oil Capital of the World. Ask for information on the International Petroleum Exposition.

+7. Check the yellow pages in a Tulsa phone book. See how many petroleum-related businesses are listed. Be sure to include all the related industries as well as petroleum by-products.



Modern technology has improved communication systems in our state.

A. How influential is the radio in Oklahoma's communication?

1. Oklahoma has 120 radio stations. Are there any rules governing them? Who governs them? What are the rules?

2. WKY, Oklahoma City, was the first station to go on the air in 1921. Write a letter to WKY asking for material on their station.

3. Invite a resource person, perhaps from Radio Shack, to show you how the crystal set works. Make a set yourself (see Kids America by Caney, p. 106).

4. Poll your class to find the most popular radio station in your area. Make a graph of the choices.

5. Write a fan letter to the most popular station.

6. Visit a radio station in your area.

7. Invite a local deejay to speak to your class. Ask how the choice made in records to play influences the choice of records the public buys.

B. How has television affected the lives of Oklahomans?

1. WKY-TV, Oklahoma City and KDTV, Tulsa were the state's first television stations. They began telecasting in 1949. Now Oklahoma has 120 TV stations. Make a TV survey. Select one channel to study. Use Saturday morning, a weekday afternoon and an evening. Watch one full hour each time.

Channel___

products and time

Saturday morning
_____
_____

Weekday afternoon
_____
_____

Weekday evening
_____
_____

How many commericals were there? List the subject of each commercial and the seconds it ran. What was the total time of commericals? What part of that time was public service? Make a composite of the TV survey. Graph the length of each commerical. Graph the amount of time each product was advertised. Does advertising affect peoples' choices? What conclusions can you form? Write a short report about your conclusions.

2. As a part of a small group, select a problem in your town.

Create a 30-second TV commerical by writing the script and planning what the camera will film. Videotape the commercial to see its effect.

3. Use your writing skills and write a news program about your school. Add the commercial (B2).

4. View the film, "Super Goop" available from the media center, State Department of Education. It discusses how a commercial influences the choice of a breakfast cereal.

C. How do newspapers serve as communicators?

1. Oklahoma has 200 weekly newspapers and 50 daily ones. The "Cherokee Advocate" was the state's first newspaper. It was printed in both Cherokee and English. Have individual students write different state newspapers and ask for a copy. Compare newspapers. What are their likes and differences? Display their front pages.

2. Request one week free subscription from the Daily Oklahoman, 500 N. Broadway, Okla. City, OK 73102, and Tulsa Tribune Newspapers in Education, P.O. Box 1770, Tulsa, OK 74102. Use The Living Textbook by Lohmann (Oklahoma Publishing Co.) as a guide to newspaper activities about Oklahoma.

3. Write letters to the editor of your local newspaper concerning some of the problems in your community. Send them in for publication.

4. Create your own class or school newspaper. Be sure to include advertising. Consider printing it commercially and selling it to the children of the school to pay for the cost. Enter you class newspaper in the Class Newspaper Contest sponsored by The Mini Page, Universal Press Syndicate, 6700 Squibb Rd., Mission, KS 66202. The contest requires a newspaper be published twice a year. Write for details. The first prize is $100.

5. Make a collection of the magazines published in Oklahoma. Select some of the covers, articles, and prints to make a display of Oklahoma magazines.

Oklahoma must preserve its wealth of natural resources.

A. Is conservation of energy an important matter?

1. Have students pretend the classroom is an isolated cabin on the mountainside. It is winter and the snow lies deep. There are 15 grown trees outside. The students need firewood to heat the cabin and must decide whether to cut the trees. Consider what will happen next summer when it is hot. What will happen to the animals? Use problem solving techniques in considering solution.

2. Ask a speaker from your local area to tell where your city obtains its energy. What are your city's problems and plans?

3. Research the making of gasahol. How would it benefit or harm the people of Oklahoma? Collect the facts. Have a debate.

B. How do soil conservation programs in Oklahoma benefit our lives?

1. Ask a member of the local Sierra Club to speak to your class on some of the club's projects.

2. Have children pace off an acre of land.

3. Lie on the ground face down. Make a circle by stretching your arms out in front of you on the ground. Find at least five different plants inside that circle.

4. Contact the Forestry Department, Oklahoma State University, Stillwater, 74074, whose department presents an outstanding program on forestry and uses of land.

5. Study the causes and results of wind and water erosion on the playground. What can be done to combat erosion?

6. Take some pictures of erosion in the neighborhood. Display them.

7. Ask a member of the local Soil Conservation District to speak to the class on current district projects.

C. How does the quantity of water in Oklahoma affect our way of living?

1. In the classroom keep a record of the amount of water used in a day by one person. Collect that amount of water in a large container. Multiply that by the amount of children in the class.

2. To become aware of our water resources, use a clear acetate overlay over a landsat photo to find the following areas: Lake Keystone, Red River, Arkansas River, Cimarron River, South Canadian River, Robert S. Kerr Reservoir and Grand Lake of the Cherokees. Use a roadmap to help you find the areas. Mark them with a blue marker.

3. Look for examples of water erosion in your community. What are the causes and results? What can be done about it?

D. Why are wildlife conservation programs essential to our state?

1. List three facts about a particular species of wildlife found in Oklahoma. Play the "What am I Game" by having students take turns guessing the name of the animal.

2. Investigate a natural wildlife area close to your home. Are the three basic needs of wildlife there? In what ways are those needs met? What kind of animals would you expect to see?

3. Enroll your class in the "Acres for Wildlife" program, Oklahoma Department of Wildlife Conservation, 801 N. Lincoln, Oklahoma City, 73105, (405) 521-3855.

4. Plant tree seedlings on your plot. Contact the Forestry Division through your local county agent.

The lives of Oklahomans are preserved in their cultures.

A. Which Native Americans lived in Oklahoma?

1. In small groups, research the following tribes of Native Americans who resided in Oklahoma: Alabama, Anadarko, Apache, Apalachicola, Arapaho, Caddo, Cahokia, Catawba, Cayuga, Cherokee, Cheyenne, Chickashaw, Chippewa (Ojibwa), Choctaw, Camanche, Conestoga, Creek, Delaware, Eel River, Erie, Hainai (Ioni), Hitchita, Illinois, Iowa, Kaskaskia, Kaw (Kansas or Kansa), Kickapoo, Kiowa (Katakas), Moingwena, Munsee, Matchez, Nez Perce, Osage, Oto-Missouri, Ottawa, Pawnee, Peoria, Piankashaw, Ponca, Potawatomi, Quapaw, Sauk (Sac)-Fox, Seminole, Seneca, Shawnee, Skidi, Stockbridge, Tamora (Tamoroa), Tawakoni, Tonkawa, Tuscarora, Tuskegee, Waco, Wea, Wichita, Wyandotte, Yuchi.

2. On a large map of Oklahoma (enlarge p. 150) locate the territory of each tribe reported on.

3. Have students create personal picture language to communicate a message with no written words. Exchange messages and attempt to decode them. Study the picture writing on p. 152 for assistance.

4. Take large pieces of brown butcher paper. Fold and wad it up repeatedly to soften. Tear to the shape of animal skins. Have students write messages in Native American picture writing symbols on "skins."

5. Study sign language. (Cub Scout Manuals or local Native Americans are good sources.)

6. Invite a local Native American to teach the class a song or poem in sign language.

7. Research famous Oklahoma Native Americans from the state's early history: Chief Joseph, Chief Tishomingo, Sequoyah, Osceola, Stand Watie, Maria Tall Chief.

8. Plan a field trip to a Native American museum such as Tsa-La-Gi, the Cherokee Indian Nation Headquarters, Tahlequah.

9. Invite a local Native American to class to teach a song, cook a food, tell of customs, teach a game or share a legend.

+10. On a state road map, circle the names of rivers, counties and cities whose names are of Native American origin.

11. Read selections to the class from Mini-Myths and Legends of Oklahoma Indians or Indian Cultures of Oklahoma (p. 90).

12. Role play encounters between famous Native Americans and other famous Oklahomans who may or may not have ever met each other.

B. Who were some of the European settlers who came to Oklahoma?

1. Research the following explorers: French, LaSalle, La Harpe, Choteau; Spanish, Coronado.

+2. Prepare a map of each explorer's route through Oklahoma (p. 151).

3. Research the fourteen flags which have flown over Oklahoma.

Small groups make an individual flag from fabric scraps or construction paper. Explain its significance and symbols to the class.

+4. Develop personal flags to represent one's own life and accomplishments. Share and explain to each other in small groups.

5. Read excerpts from children's literature set in Oklahoma, e.g., Little House on the Prairie, L. Wilder (Harper); Where the Red Fern Grows or Summer of the Monkeys, by W. Rawles (Doubleday); Rifles for Watie or Boys Life of Will Rogers, by H. Keith (Crowell); Will Rogers: Young Cowboy, by G. Van Riper; Boom Town Boy, by L. Linski (Lippincott); Indian Heroes, by J. McSpadden (Crowell); Cherokee Bill, Oklahoma Pacer, by J. Bailey (Abingdon).

C. Who were the people who pioneered Oklahoma?

1. Make Indian fry bread (p. 133).

2. Research one of the following pioneers or topics related to Oklahoma settlement by the United States: Lt. James B. Wilkinson, the Trail of Tears (Five Civilized Tribes), Louisiana Purchase, Fort Gibson, Chisholm Trail, Civil War in Oklahoma, Oklahoma Land Runs, Charles N. Haskell, Green I. Currin, Belle Starr.

3. On an enlarged map, locate and date the Oklahoma land runs of 1889, 1891, 1892, 1893. (p. 151)

4. Compare and contrast the life styles of the various groups of Oklahomans with today on a chart similar to the following:

	Shelter	Transportation	Medical Care	Foods and Preserving	Major Careers
Native Americans					
Explorers					
Pioneers					
Today's Oklahomans					

E. What have I learned aoout my state?

1. Have an "Oklahoma Day" or an "Oklahoma Fair." Display work the students have done. Make booths by arranging desks. Write ahead to the Department of Tourism for maps and pamphlets and hand them out to the visitors at the booths. Invite parents and other interested students to see the room.

2. Repeat some of the skits, reports, games, and audiovisual presentations made during the year. Make displays of the center activities and art work children have made.

3. Create a "Parade of Oklahoma" by turning shoe boxes upside down and decorating the boxes as floats. Let each student decorate the top and sides by showing something about Oklahoma.

4. Sing some Oklahoma songs and perform a square dance the class has learned. Invite the parents to participate.

5. Serve refreshments made from a product of Oklahoma.

6. Videotape some of the speakers that have spoken during the year. Show the tapes at one of the booths.

7. Take pictures of the classwork during the year. Display the pictures on a bulletin board or in a scrap book.

8. Have children decorate old tee shirts with Oklahoma slogans, scenes, or interesting facts. Let the children wear the shirts on that special day. If you use a permanent marker, the shirts can be washed and kept as a remembrance.

9. Present the wall hanging the class made while studying about cotton and pioneer arts to your library or principal.

10. Take slides of the Oklahoma study as it occurred during the year. Make a slide presentation.

11. Make up an official program for "Oklahoma Day." Distribute to guests.

12. Display pioneer implements that have been found in the children's home. Have the children write an information card for each item displayed.

13. Have a booth in which visitors try to stump a student expert about Oklahoma facts.

14. Display the materials gathered and work done in a booklet for each child.

RESOURCES FOR MY STATE

Frontier Country, Fun Country, Great Plains Country, Green Country, Kiamichi Country, Red Carpet Country (pamphlets). Department of Tourism, 500 Will Rogers Bldg., Oklahoma City 73105.

Pamphlets, brochures, maps and art work are available free of charge.

Fourteen Flags Over Oklahoma, Mini-Myths and Legends of Oklahoma Indians, Oklahoma's Blending of Many Cultures by Lu Celia Wise. Illustrated Books Company, 311 E. Eighth St., Tulsa 74120.

The first of these three books is an illustrated story of the fourteen governments which controlled all or part of the land of Oklahoma. The second book contains illustrated stories about Oklahoma's native Americans. The third has illustrations of events involved in blending nationalities and cultures in Oklahoma. Only Oklahoma art is used.

Oklahoma in Books for Young People. Oklahoma Department of Libraries, 200 N.E. 18th St., Oklahoma City 73105.

This list includes fiction and non-fiction books which have an Oklahoma setting.

Indian Education Curriculum Guidelines. Indian Education Section, State Department of Education, 2500 E. Lincoln, Oklahoma City 73105.

Lessons for educating students about Native American culture in grades K-12.

Directory of Speakers: Oklahoma Heritage. Oklahoma Heritage Association, 201 N.W. 14th St., Oklahoma City 73105.

This pamphlet lists speakers on Oklahoma history who live in many Oklahoma communities.

Oklahoma Image (books and cassette tapes). Norman: University of Oklahoma Press.

Both books and tapes are available from public libraries. Each set highlights one of ten major ethnic groups in Oklahoma's history.

Economics: A Social Studies Supplement for Grade Four. Oklahoma Coucil for Economic Education, 112 Business Bldg., Oklahoma State University, Stillwater 74078.

Concepts, activities and evaluation methods for implementing Oklahoma's economic education requirement.

My Nation

I. The Northeast (8 weeks)
   A. Life today
   B. Geographic overview
   C. Historical antecedents
   D. Special study: Government

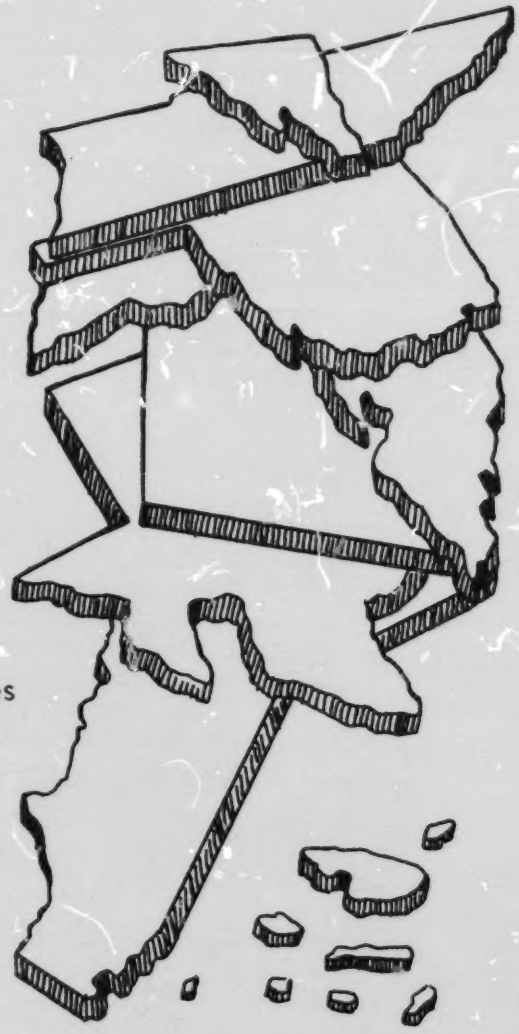
II. The South (8 weeks)
   A. Life today
   B. Geographic overview
   C. Historical antecedents
   D. Special study: Energy

III. The Midwest (8 weeks)
   A. Life today
   B. Geographic overview
   C. Historical antecedents
   D. Special study: Transportation

IV. The Rockies
   A. Life today
   B. Geographic overview
   C. Historical antecedents
   D. Special study: Natural resources

V. The Pacific Coast
   A. Life today
   B. Geographic overview
   C. Historical antecedents
   D. Special study: People
      1. Ethnicity
      2. Population

VI. Fifty states, one nation



At the beginning of the year, ask students to pretend that their family is planning a trip to another state. Each student should write a business letter to a different state (p. 155) requesting information such as a road map, tourism brochures and current information on commerce and in agriculture. Create a file system in the classroom to use throughout the school year.

Life in the Northeast has been shaped by rugged land and climate as well as by human ingenuity.

Read aloud from a book set in the Northeast, e.g., The Witch of Blackbird Pond by E. Speare (Houghton), Johnny Tremain by E. Forbes (Houghton), From the Mixed Up Files of Mrs. Basil E. Frankweiler by E. Konigsburg (Atheneum).

A. What typifies life in the Northeast today?

+1. In small groups, complete a "Stated" Facts form (p. 156) for each Northeast state: Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, West Virginia. Save the forms to use again in Unit VI.

2. Compare these states with Oklahoma in population, size, years of statehood, and ranges of elevation.

3. Total the population for this region. Compare it with the population of the U.S. What percentage of Americans live there?

+4. Check TV, listen to the radio and look in the newspaper for current events in these states. On a large outline map of the region, post articles, write graffiti-style notes, headlines, and names of people or events occurring there. Try to recognize famous people from this region (in government, sports, business, entertainment).

+5. Research and report as groups on these industries by preparing a flowchart of production or diagrams of a product's parts: lumbering, shoe manufacturing, submarine construction; production of chemicals, jewelry and silver, textiles.

+6. What would tourists see who visited one of these attractions: Niagara Falls, Mystic Seaport, Appalachian Trail, Berkshire Festival, Old Sturbridge Village, Plymouth Plantation, White Mountains, Old Slater Mill, Cliff Walk (Newport), Assateague Island National Seashore, Atlantic City, World Trade Center, Hershey Corp.?

+7. Compare and contrast boat fishing with means of collecting shellfish.

+8. On a flowchart explain the steps in smelting iron and producing steel.

+9. Prepare a map locating the major anthracite and bituminous coal deposits or make a chart indicating how each is used. Compare these methods of mining coal.

+10. How, when and for what purpose are these agricultural products cultivated: cranberries, potatoes, blueberries, maple syrup?

B. How does geography shape the Northeast?

+1. On an outline map of the Northeast, label each state, its capital (*), its largest city--if different (·), Washington, D.C., Canada; Appalachian, White Mountains (^^^); Atlantic Ocean; St. Lawrence, Hudson, Connecticut, Potomac Rivers; Lakes Ontario, Erie; Chesapeake Bay. Color only water

blue; color each state a different color from those which touch it.

+2. In small groups prepare salt-flour relief maps (p. 133) of individual states. Study elevation and duplicate with a 1/2"=500' scale. Indent rivers with a pencil before drying map. Paint in mountains, lowlands, rivers (blue). Locate major cities.

3. Study the climate of the Northeast and its relationship to ways of life as well as to agricultural crops and other vegetation.

4. How would life in Oklahoma be different if it were located in the Northeast?

+5. Cut road maps from the Northeast into 3x3" squares. Students can assemble them as jigsaw puzzles.

C. What are the historical origins of the Northeast?

1. On a map of the Western Hemisphere, trace the routes taken by Native Americans who crossed the landbridge from Asia into North and South America.

+2. Study the Iroquois as a representative Northeast woodland tribe. Begin a chart comparing them with other tribes (in remaining units). Describe their location, shelter, food-gathering, communication, transportation, government, and other interesting facts.

3. On a world map, trace, label and date the following European routes of exploration: Viking, Columbus, Ponce de Leon, Coronado, Cortez, Pisarro, DeSoto, Cartier, Cabot. Which ones explored parts of today's United States?

4. Enact dramas showing why, when and where these settlements were founded: Jamestown, Plymouth, Massachusetts Bay, New Amsterdam, Maryland, Pennsylvania, Rhode Island, Georgia.

+5. On the Territorial Expansion Map (p. 158) locate and date the area of the Thirteen Colonies (1776) and Treaty of Paris Territory (1783).

6. Perform the "Virginia Reel" or another colonial folk dance.

7. Build a diorama of an early New England village which includes the common, a covered bridge, church, meeting house, school, mills.

8. Research colonial occupations which produced goods or provided services. Sample topics appear in The Colonial American Craftsmen Series by Leonard Everett Fisher (Watts) and in Colonial Craftsmen by E. Tunis (World).

9. In groups research the importance of one of the following events related to colonial dissent from English rule: House of Burgesses, English Trade Laws, Boston Massacre, Boston Tea Party, First Continental Congress, Battle at Lexington and Concord, Second Continental Congress, Declaration of Independence. Prepare a set of cards with titles and illustrations of each event. Write dates on the back. Practice sequencing them.

10. Write an autobiography as if you were one of these people explaining "Why I was important to the American Revolution" or ". . . to the New Nation": King George III, Sons of Liberty, Crispus Attucks, Paul Revere, Richard Dawes, Samuel Adams, John Adams, John Hancock, General Thomas Gage,

George Washington, Patrick Henry, Benjamin Franklin, Thomas Jefferson, Mary "Molly Pitcher" Hays, Deborah Sampson, Marquis de Lafayette, Count von Steuben, General Burgoyne, Ethan Allen, George Rogers Clark, John Paul Jones, General George Cornwallis.

11. Paraphrase the Declaration of Independence.

D. How does government provide services to my large nation?

1. Prepare a chart indicating the titles, responsibilities, selection process and names of current people in each branch of federal government: executive, legislative, judicial.

2. Classify these titles on a chart of Levels (city, state, national) and Branches (executive, legislative, judicial) of Government: mayor, governor, president, city council, state house and senate, congress, house of representatives, senate, municipal courts, state courts, state supreme court, federal district courts, federal courts of appeal, supreme court.

3. Study the steps and then play the simulation, How a Bill Becomes a Law (see p. 106).

4. Write a business letter to your local members of congress. Request photographs of the President, Vice-President, Cabinet Secretaries, and Supreme Court Justices. Write your representative in the state legislature for photographs of your governor, state senator and representative. Write for a photo of your local mayor and one of the local city council. Post the photos, names and titles on a bulletin board. How many can you learn to recognize?

+5. Skim copies of a week's newspapers. Circle the names of people in government: executive (red), legislative (blue), judicial (green).

+6. How did these come to be symbols of our nation: Stars and Stripes, the American's Creed, Great Seal of the U.S., Statue of Liberty, Liberty Bell, "Uncle Sam," Pledge of Allegiance, National Anthem, bald eagle, Presidential Seal?

+7. Find five interesting facts about one of these places in or near Washington, D.C.: Washington Monument, Lincoln Memorial, Jefferson Memorial, Ford's Theater, Smithsonian Museums, White House, Capitol Building, Library of Congress, Mount Vernon.

8. How was the site of our nation's capital moved? What role was played by these people in selecting and developing Washington, D.C.: George Washington, Pierre Charles L'Enfant, Benjamin Banneker?

9. How did our military branches (Air Force, Army, Marine Corps, Navy) originate? Where are their training academies located? What responsibilities do they have? What do their uniforms look like? What is the Strategic Air Command? How have these military memorials come to be: Marine Corps War Memorial, Arlington National Cemetery, Tomb of the Unknown Soldier?

Following the Civil War, the South developed as an agricultural region rich in energy resources.

Read aloud from a book set in the South, such as: Where the Lilies Bloom, by V. and B. Cleaver (Lippincott), Sounder by W. Armstrong (Harper), Misty of Chincoteague by M. Henry (Rand), This Dear-Bought Land by J. Latham (Harper), Across Five Aprils by A. Hunt (Follett), Bayou Boy by G. Smith (Follett).

A. What typifies life in the South today?

+1. In small groups, complete a "Stated" Facts form for each of the thirteen states in the South: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, Oklahoma, North Carolina, South Carolina, Tennessee, Texas, Virginia. Save the forms to use again in Unit VI.

2. Apply activity A2 in Unit I. How would life in Oklahoma differ if it were located elsewhere in the South?

3. Apply activities A3 and +A4 in Unit I.

+4. Find out how these southern crops are grown, how important the crop is, which pests or natural disasters threaten it, what the plant looks like, how it is processed, which products and by-products (if any) come from it: peanuts, tobacco, cotton, sweet potatoes, oranges, peaches, pecans, rice, sugar cane, grapefruit.

+5. Describe the poultry industry. Which states are leading producers? How has this industry been modernized?

+6. Study the fishing industry of the South. Research interesting life of the seashore, swamps and ocean. Why is North Carolina's Outer Bank called "the Graveyard of the Atlantic"?

+7. Why are the predominant trees in the South called "softwoods"? List trees of that type. How are they used? Compare them with hardwood trees and their products. Chart the products and by-products of pine tree gum. Diagram processes in a sawmill or steps in making paper.

8. Listen to music of this region, such as Stephen Foster songs, jazz, blues or country-and-western sounds.

+9. Collect pictures of different breeds of beef cattle such as Shorthorn, Black Angus, Hereford, Galloway, Brahman, Santa Gertrudis. What are their strengths and weaknesses? How are cattle branded? Chart some sample brands.

+10. Prepare and taste such southern foods as Johnnycake, grits, gumbo, shoofly pie, sweet potatoe pie.

11. Describe the thoroughbred horse industry. Where is it centered? What is the "triple crown"? Where are they run and which horses have won?

12. Study the aerospace industry. Locate major sites such as Cape Canaveral, Lyndon B. Johnson Space Center and the Huntsville Space Museum. Make a timeline of major aerospace events since 1959. Study the life of a leader in space exploration or a recent astronaut.

+13. What would tourists see who visited one of these attractions: the Everglades, Great Dismal Swamp, Colonial Williamsburg, Monticello, Jamestown, Mardi Gras, Buffalo National River (AR), Disney World, St. Augustine, Natchez Trace, Stone Mountain?

B. How does geography shape the South?

+1. On an outline map of the South, label each state, its capital (*), its largest city--if different (·), Mexico, Appalachian Mountains (^^^), Great Plains; Atlantic Ocean, Gulf of Mexico, Cheasapeake Bay; Ohio, Mississippi, Tennessee Rio Grande Rivers. Color only water blue; color each state a different color from those which touch it.

2. Apply activities +B2, B3, B4, and +B5 from Unit I.

+3. What are hurricanes? How do they form? How much damage have they done? In which areas do they occur? Suggest names for next season's hurricanes.

C. What are the historical origins of the South?

+1. Study the Natchez or Cherokees as representative of a Southern tribe. Compare and contrast them on the chart from Unit I.

+2. On the Territorial Expansion Map, add West Florida (1813), East Florida (1819) and Texas Annexation (1845).

3. What role did these people or events play in expansion of the South: Stephen Austin, Sam Houston, Andrew Jackson, Daniel Boone, the Mexican War, acquisition of Florida?

+4. Build a model of a Southern plantation. Why did they develop in this region?

+5. Prepare a chart which compares the North and South before or during the Civil War on: miles of railroads, ammunition, population, type of agriculture, amount of manufacturing, military expertise.

+6. On an outline map label the Union, Border and Confederate states and territories in 1860.

+7. In pairs, research one of the following topics related to the Civil War. Present a 30-second television or radio item as if you were a journalist reporting about the person or event: Underground Railroad, Sojourner Truth, Harriet Tubman, Frederick Douglass, Daniel Webster, Henry Clay, Abraham Lincoln, Jefferson Davis, Clara Barton, Emancipation Proclamation, Robert E. Lee, Ulysses S. Grant, Harriet Beecher Stowe; Battles of Bull Run, Manassas, Antietam, Gettysburg, Shiloh, Fort Sumter, Fredericksburg, Vicksburg, Chattanooga, Monitor vs. Merrimac. Prepare a timeline of major events.

8. Sing songs of this period such as "Dixie," "Battle Hymn of the Republic," "John Brown's Body," "Just Before the Battle, Mother."

+9. Read about customs, folk tales, recipes, crafts and home remedies from the Foxfire series by E. Wigginton (Doubleday). The content is collected by high school students in Rabun Gap, Georgia, who interviewed mountaineers about their life.

D. How can energy resources be used best in my large nation?

+1. Survey your home and prepare a list of energy users. Classify

them by type of energy used: electric, fuel oil, natural gas, coal, wood.

+2. Graph current sources of energy in the U.S.: petroleum (domestic 27%, imported 20%), natural gas (27%), coal (20%), hydroelectric (4%), nuclear (3%) geothermal (.1%), solar (.1%), wood and waste (.1%). What conclusions can you form?

3. Research the importance or potential of each of these energy sources. Identify their shortcomings or dangers as well.

+4. Prepare a montage of common materials which are by-products of oil or natural gas.

+5. Locate the major fields of coal, natural gas and oil on a map of the U.S.

6. What role did Oak Ridge, TN, play in the development of the atomic bomb? How has nuclear energy been harnessed to benefit mankind?

7. What problems are encountered in off-shore drilling for oil as viewed by oil companies and by conservationists?

8. Invite a representative from the local gas or electric company to suggest ways to conserve energy in your school and in your home.

9. Build a model of a subterranean (underground) house. Explain how it could conserve energy.

10. Obtain the instructional unit Ecology and Energy from MacDonald's Action Packs, Box 2594, Chicago, IL 60690. This unit includes 16 activity masters.

Growth of industry and agriculture in the Midwest depended on the development of transportation systems to the other regions.

Read aloud from a book set in the Midwest, such as: The Mimosa Tree by V. & B. Cleaver (Lippincott), Rascal by S. North (Dutton), When Thunders Spoke by V. Sneve (Holiday) or one of the Little House books by L. Wilder (Harper).

A. What typifies life in the Midwest today?

+ 1. In small groups, complete a "Stated" Facts form for each of the twelve Midwest states: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin.

2. Apply activities A2, A3 and +A4 from Unit I.

+3. Research the importance, processes and products of these manufacturing industries: musical instruments, recreation vehicles, breakfast foods.

+4. Find out how important, by which means and for what purpose these minerals are mined: iron ore, coal, limestone, salt. How are they related to this region?

+5. Trace the development of automobile production in the United States. Where are leading automobile manufacturing plants located? Why is the rubber tire industry centered in Akron, OH?

+6. Create an art or craft project which requires tracing a pattern (3 people), cutting (6), gluing (2), coloring (4), writing (1). Prepare the items using two methods: the craftman's approach, in which students make their own material from start to finish, and the assembly line approach. To each assembly line, add an inspector. Compare the advantages and disadvantages of each method by discussing: which method was faster; more interesting; more boring; showed more pride in workmanship; produced a higher quality product.

+7. Study one of these agricultural crops: corn, spring and winter wheat, soybeans, oats, wild rice. What is its origin? How is it cultivated and used? Diagram the plant's parts. How important is it as a Midwestern crop?

+8. Prepare a diagram to explain what goes on in a grain elevator. What is "spontaneous combustion"?

+9. On a map locate where specific vegetables, fruits and berries are grown in the Midwest.

+10. Investigate raising these livestock: beef cattle, dairy cattle, hogs, turkeys, minks. What are their major breeds? How are they raised? What pests or diseases plague them? How much of the U.S. needs are supplied by this region?

11. Visit or invite to class a beef, dairy or hog farmer. Make a schedule of a typical day for a person who raises livestock.

+12. Find out how various dairy products are processed. Make butter or cottage cheese (p. 133) or pot or American cheese (see Kids' America, p. 106). Visit a dairy.

13. What is a peat moss bog? How is it formed, collected, used?

+14. What would tourists see if they visited one of these attractions: Sears Tower, Museum of Science and Industry (Chicago); Indianapolis Motor Speedway, Greenfield Village, Wisconsin Dells, Hopewell Indian Mounds, Gateway Arch (St. Louis), Silver Dollar City (MO), Chimney Rock (NE), Mt. Rushmore, proposed Chief Crazy Horse Memorial, Father Flanagan's Boys' Town?

B. How does geography shape the Midwest?

+1. On an outline map of the Midwest, label each state, its capital (*), its largest city--if different (·); Canada; Lakes Erie, Huron, Michigan; Mississippi, Missouri, Ohio Rivers. Color only water blue; color each state a different color from those which touch it.

2. Apply activities +B2, B3, +B4 and B5 from Unit I.

+3. Study prairies and plains. What type of vegetation and animal life (e.g., snakes, prairie dogs) are found there?

C. What are the historical origins of the Midwest?

+1. Study the Sioux as representative of a Midwest tribe. Compare and contrast them on the chart begun in Unit I.

+2. Make charts to show the various uses which Native Americans made of the buffalo.

3. Study the encounters of Native Americans and U. S. pioneers, such as Custer's Last Stand or the incident at Wounded Knee (SD).

+4. On the Territorial Expansion Map, add the Louisiana Purchase (1803) and these trails which originated in the Midwest: Mormon Trail, Oregon Trail, Santa Fe Trail. Why were they important to American pioneers?

5. Prepare foods by the pioneer ways described in the Little House Cookbook (p. 134).

+6. Trace the development of these social reform(er)s: insane asylums (Dorothea Dix), education (Horace Mann), black education (Booker T. Washington), child labor laws, labor unions (Samuel Gompers), women's suffrage (Elizabeth Cady Stanton and Susan B. Anthony), Civil Service Act, federal income tax, anti-trust laws, social security, Civil Rights Movement (Martin Luther King).

+7. How did these people influence the expansion of industries in the United States: Cornelius Vanderbilt (railroads), Philip D. Armour and Gustavus Swift (meat packing), Meyer Guggenheim (smelting), John D. Rockefeller (oil), John Pierpont Morgan (banking), Andrew Carnegie (steel).

+8. Research these inventions or discoveries which followed the Civil War: cotton gin, reaper, steam engine, electric lights and phonograph, barbed wire, typewriter, airplane, telephone, elevator, trans-Atlantic cable, fast-frozen food, radio, talking motion picture, television. Make a set of manipulative timeline cards. Practice trying to sequence them in chronological order (dates on back assist in self-checking).

D. How are goods transported throughout my large nation?

1. Study the importance of the

St. Lawrence Seaway-Illinos Waterway-Mississipi River system to distribution of agricultural and manufacturing goods from the Mid-west. What is the St. Lawrence Seaway? When and by which countries was it developed?

+2. Prepare a cross-sectional diagram of the Great Lakes. Note the differences in elevation of the five lakes. How have locks and canals been developed to assist transportation between lakes? Specifically study the role of the Welland Canal and the Soo Locks.

+3. Explore the development of these types of land transportation: automobiles, busses, trucking, motorcycles, bicycles, pipelines.

+4. Prepare a dictionary of CB radio slang. Create a "handle" for yourself.

+5. Why have these types of rail transporation developed: Tom Thumb, cog railway, narrow-guage railway, steam locomotive, electric elevated train, subway, trolley, Bay Area Rapid Transit, Amtrak.

+6. Conduct a census of automobiles for your classroom. Ask students to complete a form for each car/vehicle owned by their family. Forms might include: brand, model, year, number of doors, hatchback, type (sedan, stationwagon, van, pickup truck), color. In small groups, prepare graphs (p. 140) on one of these pieces of information. Write as many conclusions as possible.

+7. Study the history of water transportation from canoe to keelboat then flatboat, steamboat, clipper ship, lake steamer, ocean liner, oil tanker, submarine.

+8. What is the function of the U.S. Coast Guard? Where is its academy? What qualifications must cadets meet?

+9. Trace the development of roads to aid transportation: pioneer trails, tollroads, freeways, Interstate Highway System, Al-Can Highway.

+10. Study the numbering system used in the Interstate Highway System. What do numbers for highways have in common which run from east to west?...from north to south? Do you see a relationship between high and low numbers?

+11. Play the Freeway Planning simulation (see p. 106).

+12. How and when did these events signify importance in the development of air transportation: hot air balloons, airplanes, Charles Lindbergh's flight, helicopters, jets, supersonic transports? Study the size and problems of a large airport, e.g., O'Hare.

+13. Why were these bridges or tunnels considered significant achievements at the time they were built: Holland Tunnel; Chesapeake Bay Bridge-Tunnel; Brooklyn, George Washington, Golden Gate, Mackinac Island, Verrazano Narrows Bridges?

MY NATION UNIT IV: THE ROCKIES

The Rockies is a region of vast natural resources and wonders.

Read aloud from a book set in the Rockies, e.g., The Loner by E. Wier (McKay), The Spider, The Cave and The Pottery Bowl by E. Clymer (Holt), Annie and the Old One by M. Miles (Little, Brown), The Shaman's Last Raid by B. Baker (Harper).

A. What typifies life in the Rockies today?

+1. In small groups, complete a "Stated" Facts form for each of the eight states in the Rockies: Arizona, Colorado, Idaho, Nevada, New Mexico, Utah, Montana, Wyoming. Save for use in Unit VI.

2. Apply activities A2, A3 and +A4 from Unit I.

+3. Research the importance, processes and products of these manufacturing industries: wood products, glass, printing and publishing.

+4. Describe the agricultural industries related to grazing. Why have cattle and sheep farmers feuded? How much land is needed to graze a single animal?

+5. What would tourists see who visited one of these attractions: U.S. Mint (Denver), Dinosaur National Monument, Las Vegas or Reno (NV), the Great Salt Lake, London Bridge (Lake Havasu, AZ), Bonneville Salt Flats, Alamogordo (NM), Jackson Hole, Four Corners Monument?

B. How does geography shape the Rockies?

+1. On an outline map of the Rockies, label each state, its capital (*), its largest city--if different (•); Mexico, Canada, the Rocky Mountains (^^^), the Great Plains, the Great Basin; Colorado, Missouri, Snake, Rio Grande, Platte Rivers; Great Salt Lake. Color only water blue; color each state a different color.

2. Apply activities +B2, B3, B4 and +B5 from Unit I.

3. How did the Rocky Mountains form? Read Chapter 1 from Centennial by J. Michener (Random House).

+4. Study the unique vegetation and animal life of deserts.

C. What are the historical origins of the Rockies?

+1. Study the Navajo or Pueblo as representative of a Southwestern tribe. Compare and contrast them on the chart begun in Unit I.

+2. On the Territorial Expansion Map, add the Gadsden Purchase (1853) and draw in and label these trails: California, Pony Express, Old Spanish, Butterfield Overland Mail. What significance did this purchase or these trails hold?

+3. Explore the causes and incidences of ghost towns in the Rockies.

+4. How were these people significant in the history of the Rockies: Kit Carson, Zebulon Pike, John F. Fremont, Brigham Young, Narcissus Whitman?

D. How does our nation preserve its vast natural resources?

+1. Study these land regions and the vegetation and life forms associated with each one: desert, forest, plain, prairie, low grassland, swamp, mountain, tundra. Prepare a map showing where they exist in the U.S.

+2. Prepare a chart depicting endangered wildlife in the U.S., their habitat and their greatest dangers.

3. Read aloud from a book about ecology, e.g., Who Really Killed Cock Robin? or Spring Comes to the Ocean by J. George (Dutton).

+4. For what purposes are dams built? Find seven interesting facts about one of these: Hoover, Grand Coulee, Bonneville, Tennessee Valley Authority.

+5. Find out where and how one of these minerals is mined, smelted and used: bauxite, copper, gold, gypsum, lead, magnesium, mercury, molybdenum, nickel, phosphate, salt, silver, sulphur, tungsten, zinc. Locate major deposits on a U.S. map.

+6. Graph the predominant uses of land in the U.S. today: mining (.1%), military sites (1%), cities (3%), parks and wilderness (4%), desert-tundra-swamps (13%), forests (24%), farming (21%), grazing (34%). What conclusions can you form?

+7. Study the history of our national park system. On a U.S. map, plot their locations. What conclusions can you form? (The entire July 1979 National Geographic is devoted to national parks.)

+8. Select one of the thirty-four national parks. What would you see if you visited it? How did it become a park? Select one of the national monuments. What is its prominent feature?

+9. What are the responsibilities of a park ranger?

MY NATION UNIT V: THE PACIFIC COAST

The Pacific Coast has lured many Americans west.

During this unit, read aloud from a book set in the Pacific Coast states, e.g., Island of the Blue Dolphins by S. O'Dell (Houghton), Julie of the Wolves by J. George (Harper), Durango Street by F. Bonham (Dutton), Go Up the Road by E. Lampman (Atheneum), Yesterday's Island by A. Banting (Warne).

A. What typifies life on the Pacific Coast today?

+1. In small groups, complete a "State " Facts form for each of the five Pacific Coast states: Alaska, California, Hawaii, Oregon, Washington.

2. Apply activities A2, A3 and + A4 from Unit I.

+3. Research the importance, processes and products of these manufacturing or agricultural industries: lumbering, oranges, grapes, lettuce, tomatoes, pineapple, sugar cane, fishing.

+4. Compare and contrast these trees: cedar, Douglas fir, sequoia, hemlock, Ponderosa pine.

+5. Study the life cycle of the salmon. How have they been endangered as well as protected?

+6. What would tourists see who visited one of these attractions: Mt. Palomar, Disneyland, Hollywood, Marineland, Mt. Hood, Knotts Berry Farm, Alaska's Inland Waterway?

B. How does geography shape the Pacific Coast states today?

+1. On an outline map of the Pacific Coast region, label each state, its capital (*), its largest city--if different (·); Canada, Mexico; the Cascade, Sierra Nevada, Brooks, Alaska, Coastal Mountains (^^^); Aleutian Islands; Pacific, Artic Oceans; Bering Strait, Gulf of Alaska; Colorado, Columbia, Snake, Willamette Rivers. Color only water blue; color each state a different color.

2. Apply activities +B2, B3, B4 and +B5 from Unit I.

+3. What causes earthquakes and volcanoes? Map the major sites.

4. Read from Chapter 1 of Hawaii by J. Michener (Random House).

5. How do glaciers form and move? Where are or have they been located in the U.S.?

C. What are the historical origins of the Pacific Coast?

+1. Study the Chinook or Tlingit as representative of a Pacific Coast tribe. Compare and contrast them on the chart begun in Unit I.

+2. On the Territorial Expansion Map, add the Oregon Country (1846), the Spanish Cession (1848), Alaska (1867), and Hawaii (1898).

+3. What was a "sourdough"? Why did pioneers and miners carry sourdough starters? Prepare or taste sourdough bread.

+4. How did these people or events shape the history of the West: Captain James Cook, John Sutter, Seward's Folly, California Gold Rush, Alaskan Gold Rush?

+5. How did these events reflect

greater U.S. expansion and involvement in the world abroad in the 1900's: Spanish-American War, European immigration to the U.S., building of the Panama Canal, World War I, the Great Depression, creation of the United Nations, World War II, Korean War, U.S. exploration of outerspace, Viet Nam war?

+6. How did the U.S. acquire these territories: American Samoa, Guam, Marianas, Puerto Rico, Virgin Islands?

D. How do human resources enrich life in my nation?

+1. Survey the ethnic origins represented in your class. On a world map outline, sign your name in any nation from which your ancestors came.

+2. Research the life of a famous American of either Spanish-, Asian-, European-, Afro- or Native American descent. Multicultural Spoken Here by J. Chase and L. Parth (Goodyear) contains creative activities and worksheets on these five cultural groups.

+3. Study the Chinese calendar. In which "animal" year were you born? What is its significance? Learn to write Japanese numbers from 1 to 9. Invite a person to class to demonstrate calligraphy. Learn to make some simple pieces of origami (oriental paper-folding).

+4. List U.S. place names (cities, states, rivers) of Spanish origin. What do they mean? Learn to count from 1 to 10 in Spanish.

5. Compare and contrast European contributions to U.S. culture from such regions as Ireland, England, France, Germany, Spain, Scandinavia, Yugoslavia.

+6. Prepare and taste some ethnic foods.

+7. Who are the Amish, Pennsylvania "Dutch," Cajuns? Where did they come from? Where do they live today?

+8. Prepare a graph of U.S. population growth in millions (M) each 25 years beginning in 1775: 3M, 1775; 5M, 1800; 11M, 1825; 23M, 1850; 44M, 1875; 76M, 1900; 110M, 1925; 150M, 1950; 210M, 1975. What can you conclude? Predict U.S. population in 2000. Write the U.S. Census Bureau to obtain its prediction.

+9. What are our five largest cities? How has their population grown? What factors caused them to become so large?

+10. Explore these problems and changes resulting from rapid urban growth: suburbs, smog, traffic congestion, shopping centers.

11. Americans average 11 acres of space per person. Compare this to the size of football fields. Contrast it with our most sparsely (Alaska) and densely (Rhode Island) populated states.

12. Trace the history of a major sport in the U.S. When and how did it begin? Which major figures are associated with it and why? How much time or money do people spend on it? What equipment is required?

MY NATION

UNIT VI: FIFTY STATES, ONE NATION

Our fifty states form one nation rich in human and natural resources.

A. How do our fifty states unify into an enriched nation?

+1. You may make a 3,000-mile automobile trip from your home to any place in the United States and back. The trip will take fifteen days, so you should average 200 miles per day. Plan the following details for each day of the trip: where you will stay each night, what you will visit that day, souvenirs you will purchase, bodies of water to cross, type of weather to expect. Be sure that you are home on the fifteenth night. Share your itinerary with a friend.

+2. In pairs, prepare a float on one state to enter into a Parade of States. Floats will be made from shoe boxes and decorated with crepe paper, construction paper and three-dimensional figures. In addition to the name of the state, each float should represent three things which characterize the state today or in the past. Display your parade in the library for a week.

3. Sequence the "Stated" Facts forms compiled during the school year by: population, years of statehood, size. With each arrangement, write conclusions you have formed. How does Oklahoma compare with the other states?

+4. Construct a mosaic of the United States from Landsat-2 photographs (see p. 106). Use natural features to help draw in boundaries of the forty-eight states.

+5. On an outline map, write the name of each U.S. President in the state where he was born. What can you conclude?

+6. You have been selected to develop a new National Park. Decide where it will be, what it will feature and design a tourism brochure to promote it.

+7. Play U.S. bingo. On 5"x5" grids, students can randomly write in the names of any 25 states. Different sets of calling cards could list information of increasing difficulty: largest cities, zipcode abbreviations, capital cities, bordering states.

+8. Arrange manipulative timeline cards of major events in U.S. history. (Dates on the back of each card will make them self-correcting.)

+9. Enact a United States Fair, similar to county and state fairs. In small groups, develop booths which will involve viewers in making a craft, tasting a food, trying on costumes or other activities associated with geographic regions or historical periods. Invite another class to attend your fair.

RESOURCES FOR MY NATION

National Geographic Picture Atlas of Our Fifty States. Washington, D.C.: National Geographic Society, 1978.

Four pages of maps and vivid color photos on each state plus special features on weather, people, agriculture, energy, U.S. territories and charts of basic facts. Includes sturdy wall map.

United States: Understanding Through Inquiry by Phillip Schreier & George Vuicich. New York: American Book Co., 1970.

Originally intended for use in British schools' study of the conterminous U.S. Consists of excellent photographs and illustrations with accompanying questions. No declarative sentences!

Kids' America by Steven Caney. New York: Workman Publishing, 1978.

Activities, projects, crafts, recipes and legends about the U.S. and Americana.

The New Enchantment of America series by Allen Carpenter. Chicago: Children's Press.

A series of fifty books, one on each state. Each contains 100 pages with chapters on history, tourist attractions, human and natural resources, geography and a table of "handy facts."

Using Landsat Imagery to Make a Mosaic of the United States by Steven K. Marks, College of Education, Oklahoma State University, Stillwater 74078.

Twenty black-and-white pictures of overlapping sections of the conterminous U.S. as photographed by the Landsat-2 satellite. Students assemble pieces in jigsaw fashion then follow accompanying directions to locate and draw in boundaries.

How a Bill Becomes a Law and The Freeway Planning Simulations.

Write for free directions to these two simulation games: Social Studies Specialist, State Department of Education, 2500 N. Lincoln, Oklahoma City 73105.

Economics: A Social Studies Supplement for Grade Five. Oklahoma Council for Economic Education, 112 Business Bldg., Oklahoma State University, Stillwater 74078.

Concepts, activities and evaluation methods for implementing Oklahoma's economic education requirement.

My World

I. My role in my world
   A. My uniqueness
   B. The world's uniqueness

II. Other roles in my worlds
   A. Self-fulfillment
   B. Interrelatedness of roles
   C. Career goals

III. Our ways
   A. Visual arts
   B. Music and dance
   C. Literature
   D. Customs and holidays

IV. Our clustering
   A. Growth and development
   B. Change
      1. Natural disaster
      2. Conflict
      3. Planned change

V. Our governments
   A. By one person
   B. By a few
   C. By many
   D. Social and economic systems

VI. Our resources
   A. Ancient
   B. Modern
      1. National
      2. International

VII. Our technology
   A. National
   B. International

VIII. Our world beliefs
   A. Philosophies
   B. Religions and beliefs

IX. Our world's future
   A. Cooperating
   B. Dreaming
   C. Deciding
   D. Doing

INDEX TO REGIONS

This plan of study for "My World" investigates major social studies concepts as noted in the Introduction to Touching, Living, Growing (pp. v-vi).

A variety of nations and governments will be used to illustrate the concepts presented. The following list indicates the continents, countries or regions referred to in "My World," by the units, questions and activities in which they appear.

Continent	Unit	Question	Activity
ALL	I	B	1-6,9
	II	B	4
	III	D	5
	IV	A	1
	IV	B	6
	V	C	4
	V	D	1,3,4
	VI	B	3
	VIII	A	3
	VIII	B	2,3,4
	IX	A	4
	IX	B	1,2
AFRICA	IV	B	6
	V	D	2,3
ANTARCTICA	I	B	7
ASIA			
China	IV	B	6
	VII	A	1,4
India	VI	B	1
Japan	IV	A	4
	IV	B	9
	VII	B	7
M. East	VII	A	3,4
Arab Nations	IV	B	6
	VI	A	8
	VII	A	2,3,4
Israel	IV	B	6
Pakistan	IV	B	6
USSR	IV	B	3,6
	V	A	1
AUSTRALIA	I	B	8
	IV	A	2
EUROPE	III	D	4
	IV	B	6
France	III	A	4
	III	B	4
	III	C	3,5
	III	D	1,2
Germany	V	A	5
Greece	III	C	2
	VII	A	3
Italy	IV	B	4
	VII	A	1,3
Netherlands	V	A	3
United Kingdom	III	C	5
	IV	B	6
	V	A	3
	V	D	5
NORTH AMERICA			
Canada	V	A	3
Mexico	VII	A	2
Panama	IV	A	2
US	III	C	5
	III	D	3
	IV	A	2,3
	IV	B	2,5,10, 11,12
	V	D	5
	VI	A	4
	VIII	A	1
	IX	D	2
SOUTH AMERICA	IV	B	8
Brazil	IV	B	12

I am a unique citizen of my world.

A. Who am I?

+1. Encourage students to make collages of objects and pictures which describe who they are.

+2. Design a family tree. Note country(ies) of origin of ancestors.

+3. Design a puppet. Write a script for the puppet to describe the student's favorite after-school activity.

+4. Keep a daily record of all foods eaten in a three-day period. Analyze whether or not they represent the four basic food groups for each day: dairy, meat, fruit and vegetables, and cereals.

+5. Have students write a paragraph describing a "special" place where they can freely be themselves.

+6. Fold an 8 1/2 x 11" sheet of paper in half lengthwise. With a brush and black tempera, students write their names in cursive on the fold. While still wet, fold over and blot to create a mirror image on the other side of the fold. Decorate in an abstract design by coloring the open areas. Display in the room.

7. Design a personal portfolio. Include a title page; autobiography; a report card; an original story, poem or picture; a reading record; and a statement of personal and career goals.

B. How big is my world?

1. On a world map, locate the students' city, state, nation and continent. Review the seven major continents.

+2. Use a world map to compute the distances between the students' city and these major world cities: Tokyo, Rio de Janeiro, Sidney, Cairo, London, Moscow, Paris, New York City, Toronto.

3. Invite international students from the school or community to tell about their home and their initial reactions to the U.S.

4. On a world map, identify boundaries of nations which are marked by natural landforms (e.g., mountains, rivers, oceans). Compare to political boundaries.

+5. Choose one continent other than Antarctica or North America. List the countries of that continent in alphabetical order.

+6. Make a salt-flour map (p. 133) of the world.

+7. Contrast the climate of Antarctica with your city in latitude, temperature, precipitation and elevation.

+8. Plan a telephone call to Lynn, a citizen of Australia. Using a time-zone map determine a time to call during Lynn's waking hours. Plan the conversation to describe the weather, school, current observances (holidays).

9. Collect brochures from a local travel agency. Plan an itinerary to a foreign country. Consider climate, appropriate dress, cost, time changes, health and passport regulations, and points of interest. Present to class.

Every citizen of my world is unique.

A. What do I do to gain self-satisfaction?

1. Provide time for each student to illustrate a hobby to the class using role play, an oral presentation, poster, object of art or a format described on p. 131.

+2. Provide materials for students to design and paint a t-shirt which tells their life stories with emphasis on interests and accomplishments. Use one of several art media: batik, permanent marker, or tie dye.

+3. Ask students to record for one week the ways they use their time. Write responses to the question, "How do these activities prepare me to be a contributing citizen of my world?"

4. Write descriptions of favorite TV programs. Include an explanation which analyzes the show's appeal.

5. Invite a physician to discuss and answer prepared questions by the students on substance abuse.

B. How do I relate to my family, city, state, nation and world?

1. Research "Where My Breakfast Comes From," include: bacon, eggs, fruit, cereal, milk. Research their production, packaging and transportation, also. Share findings in class.

+2. Design coat of arms on shields divided into four areas. Each area represents a single role: personal, family, school, city (or state or nation). Share in a class display.

3. Play "Human Bingo." Duplicate chart (p. 159) for each pupil. Following play ask if the students learned anything new about another class member.

4. Subscribe to the local newspaper. Also write for a paper from Tulsa, Oklahoma City, Los Angeles, Washington, D. C., London, Paris, Tokyo, and the Soviet Union (English editions). (Allow at least six weeks for delivery.) Compare editorial philosophies.

C. What kind of careers are available for me?

1. Invite parents from a variety of careers and professions to visit the class individually and describe their work, training and preparation, requirements and benefits. (See p. 132.)

2. Use the Elementary VIEW Program for additional career activities. It is available from the State Department of Vocational-Technical Education, Stillwater, OK.

+3. Create unusual names which identify a career title, e.g., Jim Nasium, coach; Flora Scope, x-ray technician.

4. Keep student records of one week's TV viewing. List the careers portrayed in both fiction and non-fiction programs. Determine whether or not the careers were accurately and extensively depicted.

+5. Research the career of a favorite real-life hero. Display written findings on a career bulletin board.

Our likenesses and differences enrich my life.

A. How do citizens of the world express themselves through the visual arts?

1. Design a clay pot--fire, paint, fire again and display it.

2. Visit a nearby art museum (see p. 132).

3. Prepare an art exhibit of student or local artists' work.

+4. Study a French artist. Include a brief biography and a copy of a sample painting. Explain the meaning, color, design and history.

5. Prepare a fictitious art exhibit appropriate for a civilization 100 years from now. Prepare a second art exhibit for the Stone Age. Compare similarities and contrast differences.

B. How do citizens of the world express themselves through music?

1. Encourage students to bring their favorite records to school to play during lunch period.

2. Present a recital by student musicians.

3. Attend a concert (p. 132).

4. Study a French composer. Listen to a sample composition. Describe the composer's life.

+5. Play a musical selection several times. Each time listen for a different instrument.

6. Create a homemade musical instrument. Prepare a selection to perform for another class. Teach younger students to play the instruments.

7. In small groups, study the predominant style of music of a specific nation or region. Prepare selections to play to the class. Find old and recent examples, e.g., Big Band Era and popular music.

C. How do citizens of the world express themselves through literature and drama?

1. Write an original story or poem. Submit it for publication (p. 135).

2. Read and explain a Greek myth.

3. Read a book or story by a French author, e.g., The Little Prince by A. de St. Exupery (Harcourt Brace). Report on the story and the author's life.

4. Invite a local author to visit your class and describe the processes in writing and publishing.

5. Study folk tales and their origins. Compare tales with similar plots from different origins, e.g., "The Goose Girl" (English), "Little Scar Face" (Native American) and "Cinderella" (French).

6. Dramatize a scene from a favorite story or book.

+7. Study the life of a favorite TV or screen performer to share with the class.

D. How do citizens of the world express themselves through customs and beliefs?

1. Use a dictionary to study the pronunciation and definition of these French terms used in the culinary arts: saute, vinaigrette, caffe, souffle, quiche, mousse, crepe, gourmet, haute cuisine.

2. Plan and prepare a French meal as a class, e.g., crepe or quiche as an entre.

3. Study the origins of popular holidays observed in the U.S. Present unusual findings to the class in a creative way (p. 131).

4. Dramatize an interesting European custom to the class.

+5. Prepare a mural of fall holidays around the world.

LABOR DAY

HALLOWEEN

OKTOBER FEST

People cluster for comfort, support, convenience, and economy.

A. How does growth and development take place?

1. Review the world's natural and political boundaries (IB4). Extend to explain geographical or political reasons for clustering, e.g., on high places for safety, on rivers for transportation, behind political borders due to language barriers.

2. Study cities that attained their size due to geographic location, e.g., New York; New Orleans; Chicago; Panama City, Panama; Sidney, Australia.

3. Review terms related to economic development, e.g., needs, wants, supply, demand, goods, services. (See Economics ..., p. 123.)

4. If a student planned a travel itinerary to Japan in IB9, ask that it be shared with the class at this point.

B. How are clustering patterns affected by natural disasters, conflict and planning?

1. Make a model of the Mt. St. Helen's volcano (Instructor, Sept. 80, pp. 74-77). Consult Jan. 1981 issues of National Geographic and Smithsonian. Order picture postcards of the volcanic eruption from a city near Mt. St. Helens.

2. Research the destructive hurricane-tidal wave of Galveston, TX in 1900. How did the city rebuild?

+3. Prepare graphs of wheat production in the Soviet Union. Study the wheat crop failure of 1972.

4. Write a play to describe an Italian family which lost its home and received help after the 1980 earthquake.

5. Report on a major conflict involving the U.S. (see My Nation, VC5).

6. Research major world conflicts in which the U.S. was not involved, e.g., Boer War, Israeli-Arab, North Ireland-United Kingdom, Indian-Pakistan, USSR-China. What problems underlay the conflicts?

7. Give role playing instructions privately to two groups of four students. One group will seek a way to return to their hotel after sightseeing in a country in which a language other than their own is spoken. The other group will respond to their requests. Remaining students critique and suggest alternative ways to resolve conflict over language barriers.

+8. Compare maps of South America in 1790, 1825, 1890 and today.

9. Study Japan, a nation whose economy industrialized following conflict. Plan a party as a class using Japanese food, music, art, decor and a ceremonial dance. Display products from Japan. Record an English translation of a Japanese story on a recorder made in Japan.

10. Analyze a planned urban renewal project, e.g., Kansas City, Tulsa, Oklahoma City, Portland, OR. Compare to the student's city.

11. Analyze a city which has restored an area from the past, e.g., Savannah, GA; New Orleans, LA; Alexandria, Williambsburg, VA; or Omaha, NE. Compare to the students' city.

12. Analyze a new, planned city, e.g., Reston, VA; Columbia, MD; Brazilia, Brazil. Compare to the students' city.

+13. Plan a model city. Consider all necessary components: housing, streets, government, utilities, food, education, religious and recreation.

14. On large newsprint or poster, draw an original map of four adjoining countries. Have five participants from each country plan the cities and highways. Include natural barriers (rivers, mountains) on the map. Planners must secure permission before crossing political boundaries. Critique actions, interactions, and reactions in a model "United Nations."

People in my world organize in different ways to protect their well-being; socially, politically, and economically.

Statement of Concept: In studying government, no one nation today can be easily identified as a pure form of any type of government. However, several major "models" or types may be used to help us better classify governments and the functions of leadership, power, and control.

Introductory Activities:

+1. Name and illustrate by use of a drawing, a poster, or model, the five basic human institutions: family, educational units, religious groups, economic organizations, and governments.

2. Divide the class into three groups. Have each group study different types of governments according to the classical (Aristotelian) distinctions in terms of number of rulers--by one person (monarchy), by a few (aristocracy), or by many (polity or democracy). When perverted by the selfish abuse of power, these systems are labeled respectively tyranny, oligarchy, and ochlocracy.

Have each group select one student to represent a national leader of one country representing one of the above styles of government. Have these three students each present a monologue (as if speaking to the nation's people) describing the power of the leader and the power of the people.

A. How do monarchal governments practice their unique ideas?

1. Prepare a poster showing three areas of control exercised by Stalin in the Soviet Union during his dictatorship.

+2. Make a travel poster for visiting a country with a monarchal government. Collect and consult travel brochures.

+3. Write the capital of a country with a monarchal government to find what services are provided by the government. (Canada, Great Britain, and the Netherlands have ceremonial monarchs, who serve as heads of State.)

4. Set up a tyrannical government in the classroom for one day. Allow no voting, self selection, or choices. Exaggerate for emphasis.

+5. Study Hitler's leadership of Germany prior to and during World War II. Write an essay to describe your findings.

B. How does an aristocracy form of government operate?

1. Have a student role play a political defector from an oligarchic government.

2. Invite a college student or community resident originally from a nation with an aristocratic form of government to visit the class. Ask them to describe the differences between their government and ours with regard to police protection, public transportation, education, health care, and voting opportunities.

+3. Research a country with an aristocratic form of government. Use U.S. News and World Report, Newsweek, Time, and other periodicals for data.

C. How does a democratic form of government operate?

1. Divide the class into two groups. The groups will role play the way people influence government decisions, e.g., a neighborhood wanting a swimming pool nearby; a group of citizens concerned over building a state correctional or medical institution in their community; a group of business leaders desiring to bring more industry into the city.

2. Invite the president of a student council to discuss the purposes of student government.

3. Set up a student council in your room or school, using the democratic process.

4. Investigate other countries with democratic forms of governments. Compare and contrast their governing practices. Use The World Almanac (Newspaper Enterprise Association, Inc.) for further information.

5. Play the game, "Democracy" (p. 123).

D. How do social and economic factors affect government?

+1. Use the "Create a Society" activity (p. 117).

+2. Interview an individual from a developing country. Ask them to discuss their country's educational system and literacy level. Report to the class. Select an African nation.

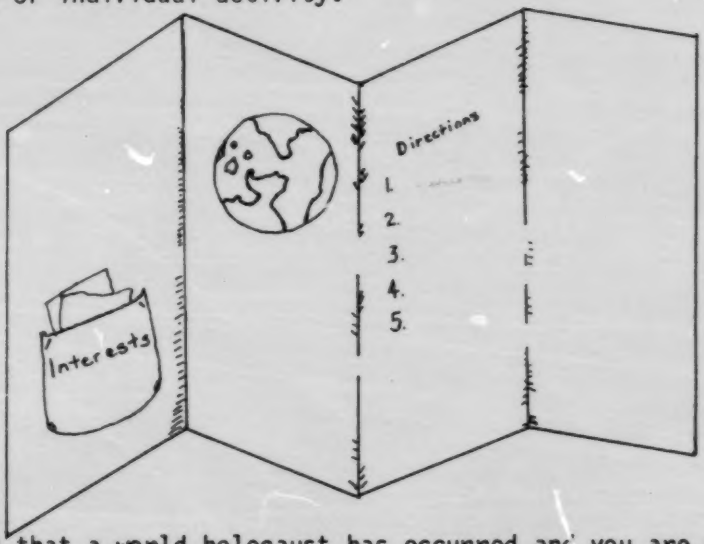
3. Techniques for assuring transfer of power (succession) in government are usually of four main types: heredity, constitutional prescription, election, and force. Classify the major nations according to their practice of succession into one of the four types. Ask students to analyze the strengths and weaknesses of each category.

+4. Scan the newspapers for current editorials and news articles on major social and economic problems. Ask the students to identify and distinguish between facts and opinions. Answer the question, "Are your beliefs influenced through these writings?"

+5. Compare the health care program of Great Britain with that in the United States. List advantages and disadvantages of both systems. Compare also the taxation rates of citizens of both countries. Show the results of your research in a graph.

CREATE A SOCIETY

Design a bulletin board or center to allow students to demonstrate their understanding of a society or civilization. This may be a large group, small group or individual activity.



1. Pretend that a world holocaust has occurred and you are one of forty survivors. Among the group are people representing many interests: engineering, foreign languages, politics, physical fitness, art, literature, education, music, etc. Some members of your group seem to have little interest in anything other than what affects themselves.

2. No books or other information have survived for your group to use.

3. Select your area of interest or obtain one from the "interests" pocket on the display. (Teacher: List interests and job descriptions on separate cards and place in display pocket.) Prepare a presentation to describe how your expertise in your area of interest will benefit the new society.

4. Plan a means of governing your new society. Include an economic system to facilitate exchange of goods and services. Prepare a chart or diagram to show how the government will function.

5. Plan the major goals which your new society should accomplish in its first year. Do the same for the first five years.

6. Share your plans with your classmates.

MY WORLD UNIT VI: OUR RESOURCES

My world is rich in natural and human resources.

A. How do natural resources affect our well-being and ways of life?

+1. Prepare "Stuff and Show" boxes on energy topics (p. 160).

+2. Compare samples of stagnant water and tap water. On charts list their characteristics of color, smell, clarity, and appearance when viewed through a microscope.

3. Visit a water purification plant (p. 132).

+4. Write to the Public Service Company of Oklahoma, P.O. Box 201, Tulsa, OK 74102, for information on nuclear energy to be produced in their Black Fox Project. Contrast with information from the Sun Belt Alliance, 1508 East 15th, Tulsa, OK 74120. Write the Nuclear Regulatory Commission, Washington, DC 20555, for information on protection and regulations.

5. Prepare a dual model of different types of land treatments, e.g., terracing, contouring, planting in straight rows, sodding, forestation. Turn a sprinkle hose on one model. Turn a fan on the other model. Compare each model before and after.

6. Invite a County Extension Agent to visit class to discuss land use and resources.

7. Read selected excerpts from Grapes of Wrath by J. Steinbeck (Viking) to demonstrate the effects of poor land use.

+8. Research the oil supply and usage in the U.S. and in Saudi Arabia. Explain U.S. dependence on Saudia Arabia for that resource. Compare and contrast the two nations' quantity, exploration and refinement techniques, ownership and demand.

B. How do human resources affect my world?

+1. Research exponential growth of the world's population. Prepare graphs of population growth in India and the U.S. for each 20-25 year period from 1850 to 1980.

2. Invite a science specialist to the class to demonstrate population and energy factors on a prepared computer program.

+3. Report on or dramatize the life of one of these people who in a major way influenced society:

Jane Addams
Alexander III (the Great)
Roald Amundsen
Susan B. Anthony
Aristotle
Neil A. Armstrong
Simon Bolivar
Napoleon Bonaparte
Norman Borlang
Admiral Richard Byrd
Julius Caesar
Rachel Carson
Winston Churchill
Jacques Cousteau
Marie Curie
Michael De Bakey
Charles De Galle
John Dewey
Frederick Douglas
Albert Einstein
Enrico Fermi
Mohandas Gandhi
John H. Glenn, Jr.
Robert Goddard

Adolph Hitler
Harriot K. Hunt
Chiang Kai-shek
Antoine Lavoisier
Joseph Lister
Ernst Mach
Michaelangelo
Lucretia Mott
Florence Nightingale
Alfred Nobel
Louis Pasteur
Peter the Great
Pablo Picasso
Marco Polo
Mary Putnam-Jacobi
Jean Renoir
Jonas Salk
Jose de San Martin
William Shakespeare
Anna Howard Shaw
Alan B. Shepard, Jr.
Socrates
J. H. Speke
Mao Tse Tung
Amerigo Vespucci
Queen Victoria
Werner von Braun
Frank Lloyd Wright

Categorize the people according to the areas of influence: education, medicine, science, politics, passive resistors, inventors, artists.

4. Prepare a spotlight bulletin board to feature significant people and their world contributions.

5. Prepare a biography of a Nobel Prize winner. Compile into a class book of biographies.

6. Enact the Nobel Peace Prize selection. Choose your own candidate for the prize from your class or community. Define criteria of peace (e.g., promotes peace by being considerate of others and exhibiting a willingness to compromise for the sake of peace), establish qualifications, seek nominations and hold an election. Plan a ceremony to present your award.

MY WORLD UNIT VII: OUR TECHNOLOGY

My world's technology frees or limits my way of life.

A. How have ancient technological developments affected me?

+1. Research the marketing for Chinese silk and pottery across Asia to the Mediterranean area and the people of the Roman Empire circa 100 B.C., during the Han dynasty of China.

+2. Compare the Egyptian pyramids with the pyramids of Mexico built by the Mayans.

+3. Investigate the ancient irrigation projects and aquaducts of Egypt, Rome, Greece, and the Middle East.

+4. Compare and contrast ancient wall building of Jericho and China.

B. Which modern technological developments have affected my nation and world?

1. Invite an independent oil producer to class to describe that industry.

2. Invite a modern wheat farmer to describe modern farming technology.

3. Invite a person from a local industry to describe their products and production methods.

+4. Research the function of the federal Environmental Protection Agency (EPA) and the Food and Drug Administration (FDA).

+5. Make a collage or bulletin board of labels which contain required listings of ingredients in products. Note preservatives, artificial flavor, and color allowed. Contents are listed in the order of quantity from most to least.

6. Read excerpts from The Jungle by U. Sinclair (Bentley) demonstrating the need for the FDA.

+7. List public buildings displaying "Microwave Oven in Use" signs. Inquire why they are displayed.

8. Invite a physician to explain the effects of microwaves on heart pacemakers.

9. Study growing international concerns about energy, e.g., economy, political conflict, life style, laws. Relate to VIA.

10. Research the development, use, and influence of electronic calculators. Read excerpts from The Third Wave, by A. Toffler (Morrow) on future uses of calculators.

+11. Analyze the quality of the Japanese-made products, their effect on the world economy, and on life style, e.g., sewing machines, cars, motor bikes, TV sets, musical, and electronic equipment. List major companies headquartered in Japan, e.g., Sony, Kawasaki, Toyota, Kawai, Yamaha, Hitachi. Discuss the pros and cons of purchasing foreign-made products.

+12. Research the development of rotary bicycles.

MY WORLD UNIT VIII: OUR WORLD BELIEFS

People in my world search for order, purpose, and meaning in life.

A. How have people of the past explained order, purpose, and meaning in life?

1. Read a Native American myth to the class from Mini-Myths and Legends .. (p. 90). Have students write an original myth.

2. Conduct activities on the origins of popular proverbs (p. 162).

+3. Research and creatively report (p. 131) the biographies of some of the founders of major religions: Siddahartha, Mohammed, Abraham, Confucius, Jesus Christ.

B. How do people today explain order, purpose and meaning in life?

1. Select appropriate activities which illustrate positiveness and individual growth from 100 Ways to Enhance Self-Concept in the Classroom, J. Canfield and H. Wells (p. 15).

2. In groups research the major world religions: Hinduism, Islam, Buddhism, Christianity, Judaism, Confucianism, Shintoism. Report on the main doctrines and practices. Identify countries where the religions are prominently practiced.

3. List the concepts which religions develop, e.g., belief in creation, nature of good and evil, one god (monotheistic) or several gods (polytheistic), an individual's relationship to that higher being.

+4. Prepare a chart of world religions comparing statistics of numbers of people practicing each one and their area of concentration in the world.

Culminate study of the present world by researching major characteristics of a country. Use "Countries Around the World" as a report model (p. 161).

MY WORLD UNIT IX: OUR WORLD'S FUTURE

Cooperating, dreaming, deciding, and doing affect my world's future.

A. What is cooperation?

1. Allow students to share experiences they have had in which they have cooperated in school. How did they feel each time?

2. Conduct a debate among four classmates on the question, "Be it resolved that cooperation is a losing game."

+3. Play the "Seal Hunt" simulation (p. 123).

+4. Investigate these world-wide concerns:

Killing whales
Control of nuclear arms
Rapid population growth
Feeding the world population
Pollution of rivers and oceans

Rank them in the order you feel they should be considered. Which concerns need the most immediate action? Compare rankings among the students. Try to arrive at a group consensus.

B. How have people in the past dreamed of their future?

+1. What dreams have famous inventors had? Try to locate some which were not achieved.

+2. Plan a unit on science fiction. Select authors from: J. R. R. Tolkein, Robert Heinlein, Jules Verne, H. G. Wells, and Isaac Asimov. Have students creatively report (p. 131) their lives and writings.

C. How do I make decisions?

1. Select activities from Deciding (p. 123) to assist students in improving their skills in decision making.

+2. Divide class into groups of four to seven students. Have them participate in making an important decision, e.g., how to spend a gift of money.

+3. Have small groups brainstorm about decisions they may have to make in the next five years. In a large group, discuss criteria to apply when making wise decisions.

D. What can I do now to help people of the world enjoy a meaningful future?

1. Collect playground trash for a week. Analyze collections. Draw conclusions regarding diet, well-being, orderliness, and beauty.

2. Read selections from The Weans by R. Nathan (Knopf) which humorously describes archaeologists of the future who misinterpret their findings of our society. Let students fantasize the way a student in 2101 would describe our civilization if an archaeological dig reached our level.

3. Collect aluminum cans. Make a solar heat collector or recycle.

+4. Research industrial discards. Design ways to create them into instructional aids and activities, e.g., large cable spools, paper from factories or newspaper publishers, boxes, barrels, plastics, parts from plumbing manufacturers, wood-working scraps.

RESOURCES FOR MY WORLD

Deciding by H. B. Gelatt, Barbara Varenhorst, & Richard Carey. New York: College Entrance Examination Board, 1972.

An innovative study to assist students in making well-informed and well-considered decisions about themselves, their education, and their future. Individual and group activities accompany the leader's guide.

Democracy; the Workings of the Legislative Process by James S. Coleman. Racine, Wisc.: Western Publishing Co., Inc., 1969.

A game, including issue, occupational, and demographic information cards for students to utilize in experiencing the democratic process in action.

Environment and Conservation Instructional Activities by Don Kellogg, Ted Mills, Tom Johnston, Larry McKinney, & Pat Kellogg. Oklahoma City: State Department of Education, 1977.

Group and individual activities are presented along with concept information for the teacher. Implementation and techniques for operating an outdoor classroom are described.

Innerchange: A Journey into Self-Learning through Group Interaction (kit). La Mesa, Calif.: Human Development Training Institute, 1979.

A varied, flexible, sequential, and attractive instructional program. Classroom group and individual activities and discussions are designed to assist students in awareness, mastery, and social interaction.

"Seal Hunt" (simulation game), from Man: A Course of Study. Cambridge, Mass.: Education Development Center, 1967.

Provides opportunity for students to interact and experience completion of a task through cooperation and sharing.

Economics: A Social Studies Supplement for Grade Six. Oklahoma Council for Economic Education, 112 Business Building, Oklahoma State University, Stillwater 74078.

Concepts, activities, and evaluation methods for implementing Oklahoma's economic education requirement.

ASSESSING STUDENT ACHIEVEMENT

Ways to assess what students have learned, other than by using teacher-made or commercial tests include:

1. GRAFFITI WALLS Cover a large section of a wall with butcher paper. Write a caption related to the unit, e.g., "Civil War Graffiti." Encourage students to write notes or comments expressing facts and interesting pieces of information related to the topic.

2. NEWSPAPERS The class produces an edition on the unit of study. The teacher or class can determine headlines for news articles. It may also include comics, crossword puzzles, weather reports, classified ads, political cartoons and advertising.

3. CARD SORTS Students or small groups receive an envelope with slips of paper containing a word, date, name, event or concept from a unit. They must arrange and tape or glue the terms to a piece of construction paper in such a way (chart, creative design, rhebus-like paragraph, outline) as to show a relationship amongst the terms.

4. CROSSWORD PUZZLES Prepare puzzles and carefully worded clues to elicit names of people and events, vocabulary words and concepts important to the unit.

5. AUDIO-VISUAL SHOWS Small groups may produce a script to narrate their audio-visual production. The visual part may consist of write-on slides, write-on filmstrips (or ones made from old filmstrips soaked in bleach), commercial films or filmstrips with sound turned off, student drawings or displays of commercial, still photographs.

6. ABC LISTS Students are asked to write a word beginning with each letter of the alphabet related to the unit of study. Explain that some letters may be impossible to use but encourage creativity. Young children may create pictionaries. In a class discussion, compare the words selected by different students. On occasion, ask the students to write a sentence which explains the word they chose.

7. MINI TEXTBOOKS In small groups, create 5-1/2x8-1/2" textbooks about important topics covered in the unit. The book should include a table of contents and may have an index (for ones who finish early!).

8. DAILY LOGS At the end of each day's class, ask students to write one or two sentences about "What I learned in class today." The teacher should read them each day so misconceptions can be corrected promptly.

9. INCOMPLETE CHARTS If a unit includes two or more topics which can be compared, prepare charts for students to complete.

These activities are used with permission and summarized from "Techniques of Informal Evaluation," by Sharon Pray Muir and Candace B. Wells (unpublished manuscript, Oklahoma State University, 1980).

ENHANCING SELF-CONCEPT

Ways to enhance one's sense of identity and self-esteem which have been proved successful in the classroom include:

1. CHUM CHAIN The first chain link should include the student's name and be hung in a place of easy access. Each day, draw names for "chums." The "chum" will write something they like about that person on a new chain link and attach it to the original chain. Use a different color link each day and continue the activity for several weeks.

2. YEA ME! Provide each student colored paper to make a pennant. Students cut the letters of their names out of contrasing paper and glue the letters on the pennant. Provide a variety of magazines from which pictures that represent something about the student may be cut and glued to the pennant. Pass the pennant around the class and allow each student to add a word describing the person featured on the pennant. (Upper grades may wish to stipulate use of certain parts of speech as a language experience.) Pennants may be displayed on a YEA ME bulletin board.

3. HAPPY WEEK Declare a HAPPY WEEK in your classroom and include the following activities:

   1st day: Ask students to bring something from home that makes them happy and share with class.
   2nd day: Ask students to tell the class about one special person who makes them happy.
   3rd day: Write a "Happy Gram" to the person discussed yesterday.
   4th day: Ask students to find something in the classroom that makes them happy and share with class.
   5th day: Ask students to respond by writing or drawing to "Happiness is . . .?"

4. MR. AND MISS FANTASTIC Divide the class into groups of four to six. Together the group will produce a drawing of Mr. or Miss Fantastic that will include the best features from <u>each</u> group member. Have the class brainstorm as many physical characteristics as possible and list them on the board. Each group member should draw some segment of the picture. The quality of the finished product is not important, but rather the seeking and finding of pleasing features of group members.

5. DEAR DIARY Have student keep a daily diary of happenings in their lives. Entries should be dated and include at least two events. Students who do not write may make picture entries. All diaries should be confidential and shared only if the student so chooses.

6. MY BEST Provide a bulletin board or area where students may post their best work at any time and remove it as they wish.

7. SUPER CARDS Prepare a deck of cards that include unfinished sentences such as:

   a. Someday, I will . .
   b. I feel good when . .
   c. My favorite . .
   d. When I make a mistake . .
   e. Love . .
   f. I sometimes think . .
   g. School . .
   h. Why must . .
   i. Some kids . .
   j. My best . .

   Ask students to add other unfinished sentences to the list. Prepare two cards exactly alike featuring one of the ten sentences. After 20 cards have been prepared, construct one card to read . . . I AM SUPER. Play the card game following the same rules as OLD MAID with two exceptions: when mates are laid down, the student must complete the unfinished sentence and the object is to end up with the I AM SUPER card in the student's hand.

8. FLOWER POWER Place each student's name in the middle of a paper circle to be the center of the flower. Give each student as many petals as there are students in the class. Each student writes something positive about another student on a petal and places that petal on the student's flower. The activity continues until all students have received a positive petal from each class member.

9. HATS OFF TO ME Provide students with paper hats or crowns that may be worn all of one day or at special times during the week. During the time allowed, students may write or draw on the hats about special happenings that have made them proud. At the end of the designated time, hats may be featured in a parade and the "proud decorations" shared with the class.

10. MAIL CALL Have a mail box available at all times for students to write you letters. Answer all signed letters.

11. ME-TIONARY Provide a variety of magazines with pictures from which students may cut pictures describing them for each letter of the alphabet. Construct a 26-page booklet in which each letter and various describing pictures may be placed. In small groups share the finished booklets.

12. THINKING IT OVER Students draw a profile of each other's head. Use the light from a film projector or a flashlight to project image. Cut silhouettes from heavy paper and attach to wall. Students cut out words and pictures that represent their personal thoughts and make a collage on their silhouettes.

13. GRAFFITI CORNER Place a large piece of paper in an area where students may write or draw anything they want. Establish a few simple guidelines with as few limitations as possible. As paper is filled, add new paper and collect graffiti. At the end of the year, cover a large area with all graffiti.

14. SMILE BREAK When there is unusual tension in the classroom, break for 30 seconds and everyone smile. It's fun!

CREATIVE REPORTING FORMAT

Directions

Duplicate the seven pages. Better yet, enlarge each to full-size.

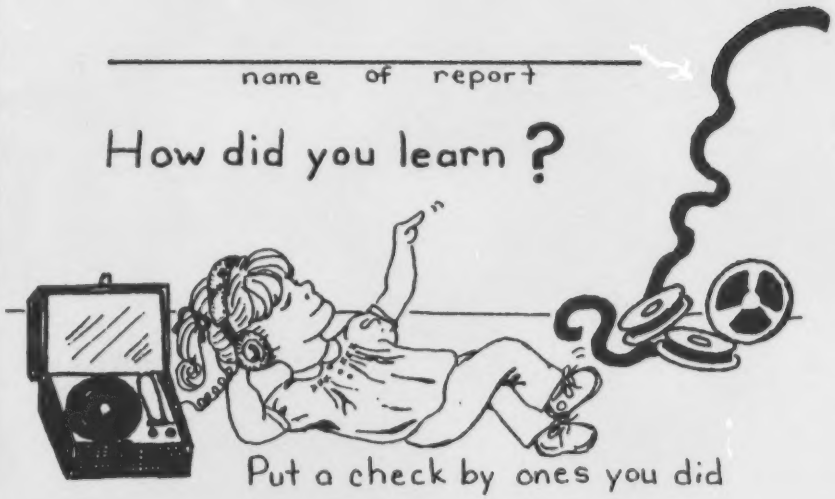
Students prepare a cover then work through each page. Allow several days.

Encourage writing report from memory to avoid copying. What is remembered is probably enough!

Allow students to share reports in small groups so others can solve their puzzles and see their "creative" efforts. Small groups provide for other children to add to the topic by sharing their knowledge or experiences.

_____
name of report

How did you learn ?



Put a check by ones you did

___ looked at pictures

___ read a book

___ used an encyclopedia

___ listened to a tape or record

___ watched a T.V. program

___ talked to someone

___ other

_____ name | _____ date

Draw a picture

137

name 2 date

Tell a story

My study is about :

138

name 3 date

Seek and find

words to find :

139

name 4 date

Do something new!

Put a check by ones you did

___ made a clay model

___ made a puzzle

___ wrote a poem

___ made up a riddle

___ made a seek and find

___ I did something else creative

140

name 5 date

129

Share what you learned

Friends I told about my study :

1 _____ 3 _____

2 _____ 4 _____

I took it home! This is what my family said:

_____

_____

_____

_____

141

_____ 6 _____

name date

How did you do ?

List 2 new words :

1. _____

2. _____

List 2 new facts you learned :

1. _____

2. _____

How I think I did :

Here's what my teacher said :

_____

_____

_____

_____

_____

142

_____ 7 _____

name date

130

THIRTY WAYS TO GIVE REPORTS

1. Prepare a TV Box (Roller Movie)
2. Create a Stuff and Show Box (p. 160)
3. Play "Stump the Expert"
4. Design a Mobile
5. Write a Song
6. Offer a Panel Presentation
7. Present a Radio Newscast
8. Conduct a Simulated Interview
9. Perform a Demonstration-Experiment
10. Write a Mini-Textbook
11. Present a TV Commercial
12. Develop an Imaginary Journey
13. Write a Want-ad
14. Enact "You Were There"
15. Deliver a Campaign Speech
16. Conduct a Simulated Interview
17. Write a Journalistic News Story (5 W's)
18. Create a Diorama
19. Make an Audio-Visual Presentation
20. Write an Editorial
21. Conduct a Simulated Press Conference
22. Publish a Special-Edition Newspaper
23. Pantomime an Event
24. Develop and Circulate a Petition
25. Prepare a Photo-Journal
26. Enact a Courtroom Scene
27. Draw a Flow Chart
28. Make a Board Game
29. Arrange Key Events in a Timeline
30. Put on a Puppet Show

GUIDELINES FOR GUEST SPEAKERS/FIELD TRIPS

Guest speakers and field trips serve to enrich the curriculum. They can also produce such problems as boredom and disorganization. Some helpful tips include:

Guest Speakers

1. Preview all speakers if possible. If you do not know the speaker, it may be better not to risk an inappropriate or ineffective presentation.

2. Limit speakers to 15 to 20 minutes for lower grades and 25 to 35 minutes for upper grades. Too little time is better than too much.

3. Encourage speakers to dress in costume or uniform and bring tools of their trade or experience, e.g., typing eraser from a typist or wrench from a plumber.

4. Take pictures of the speaker for a bulletin board, scrap book, or vocabulary enrichment activity. Tape record or videotape visitors for future use.

5. Encourage the speaker to present a specific topic rather than general, e.g., "a Japanese tea ceremony" rather than "my Japanese trip."

6. Have a representative student introduce and thank the speaker. It is good experience for students as well as impressive to the speaker!

7. Plan discussion questions with children before the speaker arrives.

Field Trips

1. Time spent in planning for information gathering, safety and courtesy is well spent!

2. Instead of teachers making rules, elicit rules for behavior from students. Write rules in a positive form, e.g., "Keep hands inside the car window" instead of "No hanging out the cars."

3. Have one adult for each five or six students for safety and socialization.

4. Suggest discussion questions to accompanying adults.

5. Match students with buddies for safety and organization.

6. Plan shorter trips rather than longer trips, e.g., see one specific art exhibit rather than the whole museum.

7. Locate restrooms immediately.

RECIPES

BUTTER

1-2 pts. whipping cream
baby food jars
crackers

Pour 2 T. cream at room temperature into each jar. Tighten lids securely. Each child shakes a jar for 7-10 minutes. Pour off whey. Spread butter on crackers.

COTTAGE CHEESE

1 gallon fresh whole milk
cream

Set milk out at room temperature for 1-2 days until it clabbers or curdles. Cook slowly over low heat until clabber comes together. Drain off whey. Mix a small amount of cream into curds. Salt to taste. Keep refrigerated. Yields about 1 pint.

INDIAN FRY BREAD

3 c. sifted four
1-1/2 t. salt
1 T. baking powder
1/4 c. instant dry milk
1-1/4 c. lukewarm water
shortening

Sift together four, salt, baking powder and dry milk. Add water a little at a time to form soft dough. Knead until smooth. Pinch off ball the size of an egg. Flatten and stretch or slap between hands into a 4" round. Heat 1-inch shortening in a frying pan until hot. Place dough in pan and fry until light brown on both sides. It puffs up as it fries. Drain on paper towels. Yields 10-12 4" pieces.

PEANUT BUTTER

2-3 lbs. roasted peanuts in shells
peanut oil
salt
crackers
blender (with removable bottom if possible)

Have each child remove shells and red skins from a handful of peanuts. Drop 1/2 c. peanuts at a time into blender. Blend until smooth, add a few drops peanut oil if needed. Serve on crackers.

SALT-FLOUR DOUGH MIXTURE

2 c. salt
2 c. flour
1 T. powdered alum
1-2/3 c. water

Combine ingredients in a saucepan over medium heat. Stir constantly until very, very thick--like playdough. Cool.

After molding, dry in 200° oven for 3 hours. Shapes may be painted.

Dough mixture can be stored in plastic bags in refrigerator for several months. It can be used to mold figures, holiday tree decorations and for making relief maps.

RECYCLED PAPER

electric mixer
old newspapers
2 large mixing bowls
2 sheet cake pans
old books
3x4" pieces of window screen
(one per pupil)
plastic sandwich bags
corn starch
lots of water

Pour water into each mixing bowl 1/3-1/2 full. Tear (do not cut) paper into tiny pieces; add to water. Soak overnight or at least one hour.

Stir mixture with electric mixer 2-3 minutes until creamy pulp.

Dissolve 2 heaping T. cornstarch in some water. Add to pulp. Mix thoroughly. Pour into sheet cake pans.

Lower screen pieces horizontally into mixture. Accumulate a layer 1/8-1/4" thick across screen. Set pulp-covered screen on thick layers of newspaper (to soak up liquid). Cover with plastic and press evenly with an old book. Move to dry layer of newspaper and repeat several times. Remove plastic and place screen where it can dry for 24 hours.

Carefully peel recycled paper from screen. Trim edges and make into a greeting card.

COOKBOOKS FOR CLASSROOM USE

Cool Cooking: 16 Recipes Without a Stove by Jan Pyk. New York: Lothrop, Lee & Shepard, 1973.

Foods the Indians Gave Us by Wilma and R. Vernon Hays. [n.p.]: Ives Washburn, 1973.

The Heritage Sampler by Cheryl G. Hoople. New York: Dial Press, 1975.

Recipes for colonial arts and crafts as well as foods.

Kids Are Natural Cooks: Child-Tested Recipes for Home and School Using Natural Foods by The Parents' Nursery School. Boston: Houghton-Mifflin, 1974.

Little House Cookbook by Barbara Walker. New York: Harper, 1979.

This book contains recipes for frontier foods as well as excerpts from the Little House books by L. Wilder.

Many Friends Cooking by Terry Cooper and Marilyn Ratner. New York: Thilomel Books, 1980. Available from UNICEF, 331 E. 38th St., New York, NY 10016.

Slumps, Grunts and Snickerdoodles: What Colonial America Ate and Why by Lila Perl. New York: Seabury Press, 1975.

PUBLISHING CHILDREN'S WORK

Sharing the creative work of students by publishing it in a class or school newspaper is exciting to the student and generates pride in writing.

Sources often missed or overlooked by teachers in publishing the material written by children are professional educational journals, and many popular children's magazines now on the market.

Before submitting material to a magazine become familiar with that magazine and the type of material it publishes. Guidelines are often given in the section that features children's art work and writing.

The following magazines publish children's work:

American Red Cross Youth News is for students in the elementary grades. It publishes poetry and riddles. Material should be sent to American Red Cross Youth News, 18th & E Sts., N.W., Washington, DC 20006.

Boys' Life is for boys age 8-17, especially Boy Scouts. It pays $5 for contributions to the "Hobby How's" column for answers to questions and how-to-do-it hints. Jokes published on the "Think and Grin" page pay $1. Collecting hints, news items and unusual facts about coins or stamps also pays $5. The source of a news item or unusual fact must be given. Stories concerning anything spectacular or unusual performed by a Boy Scout individually or with his unit are acceptable. Send material (jokes on postcards only) to: Boys' Life, North Brunswick, NJ 08902.

Child Life is for ages 8-14. It sponsors an annual contest for young poets, writers and artists. Material should be sent to Child Life, P.O. Box 567B, Indianapolis, IN 46206.

Children's Playmate is for ages 5-8. It sponsors an annual contest for young artists, poets and writers. Address material to Children's Playmate, P.O. Box 567B, Indianapolis, IN 46206.

Cobblestone: The History Magazine for Young People is for ages 10-14. It features a specific person or event in each of 12 monthly issues. Letters-to-the-editor appear in the "Dear Ebenezer" section. Address material to Ebenezer, Cobblestone Magazine, 28 Main St., Peterborough, NH 03458.

Cricket is for children ages 5-12. It accepts letters and riddles and sponsors monthly contests for stories, poetry and art. Contest themes vary and are open to subscribers only. Parental permission and a note attesting to the originality of the work must accompany manuscripts. Prizes are awarded. Submit material to Cricket, Box 100, La Salle, IL 61301.

Ebony Jr! is for ages 6-12. This magazine is especially for Afro-Americans. It has regular features of children's art work, short stories, poems and jokes. Send material to Ebony Jr!, 820 S. Michigan Ave., Chicago, IL 60605.

The Electric Company Magazine is published by the Children's Television Workshop for beginning readers. Address material to The Electric Company Magazine, P.O. Box 2926, Boulder, CO 80322.

Highlights for Children is for ages 4-11. "Our Own Pages" features children's poems, stories and art work. Send material to Highlights for Children, 803 Church Street, Honesdale, PA 18431.

Jack and Jill is for ages 8-12. A regular feature is "From Our Readers" which includes drawings, poetry and letters-to-the-editor. Address material to Jack and Jill, P.O. Box 567B, Indianapolis, IN 46206

National Geographic World is for ages 8-14. Features include a mailbag column for games, letters, and photo-journalism from readers. Address material to the National Geographic World, 17th & M Streets, N.W., Washington, DC 20036.

Ranger Rick's Nature Magazine is for children ages 4-12. It publishes letters, poems and art on the topic of nature. Material should be sent to "Dear Ranger Rick," Box 2299, Philadelphia, PA 19103.

Stone Soup is for ages 3-13. It accepts letters, stories, poetry, book reviews and art work. Dictated work is accepted and should be acknowledged as such by note. Manuscripts in Spanish are also acceptable. If return of work is desired, send a self-addressed, stamped envelope. Material should be sent to Stone Soup, Box 83, Santa Cruz, CA 95063.

Wee Wisdom is for children in the elementary grades. It accepts poems and stories of a "character building" nature. A note attesting to originality must accompany work, also the grade-level in school. Material should be sent to Wee Wisdom, Unity Village, MO 64065.

Young World is for ages 10-14. It accepts poetry, drawings, jokes, stories or articles up to 100 words. Photos and stories of readers' special projects or activities are also accepted. Photos are not returned. Materials should be sent to Young World, 1100 Waterway Blvd., Box 567B, Indianapolis, IN 46206.

USING WEEKLY NEWSPAPERS

Activity oriented ways to use weekly periodicals include:

1. MY WORLD SCRAPBOOK Students make weekly entries in scrapbook, writing information obtained from periodical in terms of what they have learned. Pictures may be cut and included.

2. STUMP THE EXPERTS Students are divided in small groups. Each group is assigned an article. After studying the article, the group stands before the class and the class questions them in an attempt to stump the experts.

3. CHILDREN IN THE NEWS Create a Children in the News map. Draw a large map of the world and the United States (roll up and out for the occasion). Cut out pictures of children that appear in weekly newspapers and glue them on their homes on the appropriate map.

4. WORD WONDERS Ask students to create one word card from each article (new words, foreign words, interesting words). In small groups share word cards and tell why that word was chosen.

5. I'VE GOT A SECRET Student announces, "I've got a secret and it is on page four" (upper grade students may tell what part of speech the secret word is). Students may begin asking questions that can only be answered with yes or no and that deal with the meaning of the secret word. Game continues until ten questions have been asked (new word is then chosen) or the word is guessed and another player chooses a word.

6. RIDDLES IN THE NEWS Students create riddles about people, places and events mentioned in the weekly newspapers. Riddles are mounted on construction paper with an answer flap below. Feature riddles on a "Riddles in the News" bulletin board for all students to share.

7. STUMP THE TEACHER The teacher is asked questions by the students. After a time of questioning the teacher, a student may pretend to be the teacher, sit in the teacher's chair, and answer the questions (use volunteers only).

8. PUZZLING NEWS In groups of two, students construct word finds or crossword puzzles using words from the weekly newspapers. Duplicate puzzles and share with other students.

9. ROVING REPORTER Provide a microphone for students to simulate a newscast featuring events from the weekly newspaper. Students may create illustrations for each article, tape the newscast and present to another class.

10. REWRITE THE NEWS Go through the students' copies of the weekly newspaper and cut out the end of an article. Have the students write their own ending to the article and then compare it with the original.

PARENTS AND VOLUNTEERS

Parents and volunteers in the classroom may provide valuable resources for assistance, aid to academic personalization, role models of successful men and women, and be stimulating socializing agents for children. Teachers are strongly encouraged to utilize an existing parent/volunteer program or organize such a program for the classroom.

Helpful Tips

1. Coordinate efforts with school administration.
2. Spend time in orienting parents and volunteers before actual participation.
3. Assign two volunteers to each task to help insure success--if one volunteer has to cancel, one will still be available.
4. Encourage men to participate as well as women. Many men have school-day hours available while other men may be able to give readily of professional work time.
5. Recruit from a business or company. Some businesses will support and give time for volunteer programs.
6. Encourage a variety of volunteer tasks, e.g., in classroom assistance, large construction jobs, educational material production, resources for career education and other subjects, clerical help, library research, telephone calls, telling stories, puppet shows, musical performances, reading to students, listening to students read, playing games in class and on the playground, supervising interest centers, assisting with equipment, workroom work, taping stories, taping educational material for poor readers or visually impaired students.
7. Encourage volunteers to defer discipline or problems to the teacher.
8. Keep conversations about students strictly professional, e.g., no discussion of skills, abilities, behavior problems, or personal life.
9. Maintain a positive attitude toward school, children, administration and personnel at all times with volunteers.
10. Utilize volunteers for non-professional tasks only--there are plenty of things helpers can do to increase teacher-pupil interaction.
11. Draw from upper grades in your own building for volunteers. Suggest a regular help time for another whole class. Suggest that your class help students from a lower grade class.
12. Plan a variety of volunteer time arrangements, e.g., once a week, once a month, half days, lunch hours, home time only.
13. Reward the volunteers with student thank you's as well as teacher and administrative appreciation.
14. Recruit volunteers from retired persons as well as the working population. Recruit volunteers from the handicapped.

INTEREST CENTERS

Guidelines for Constructing Interest Centers include:

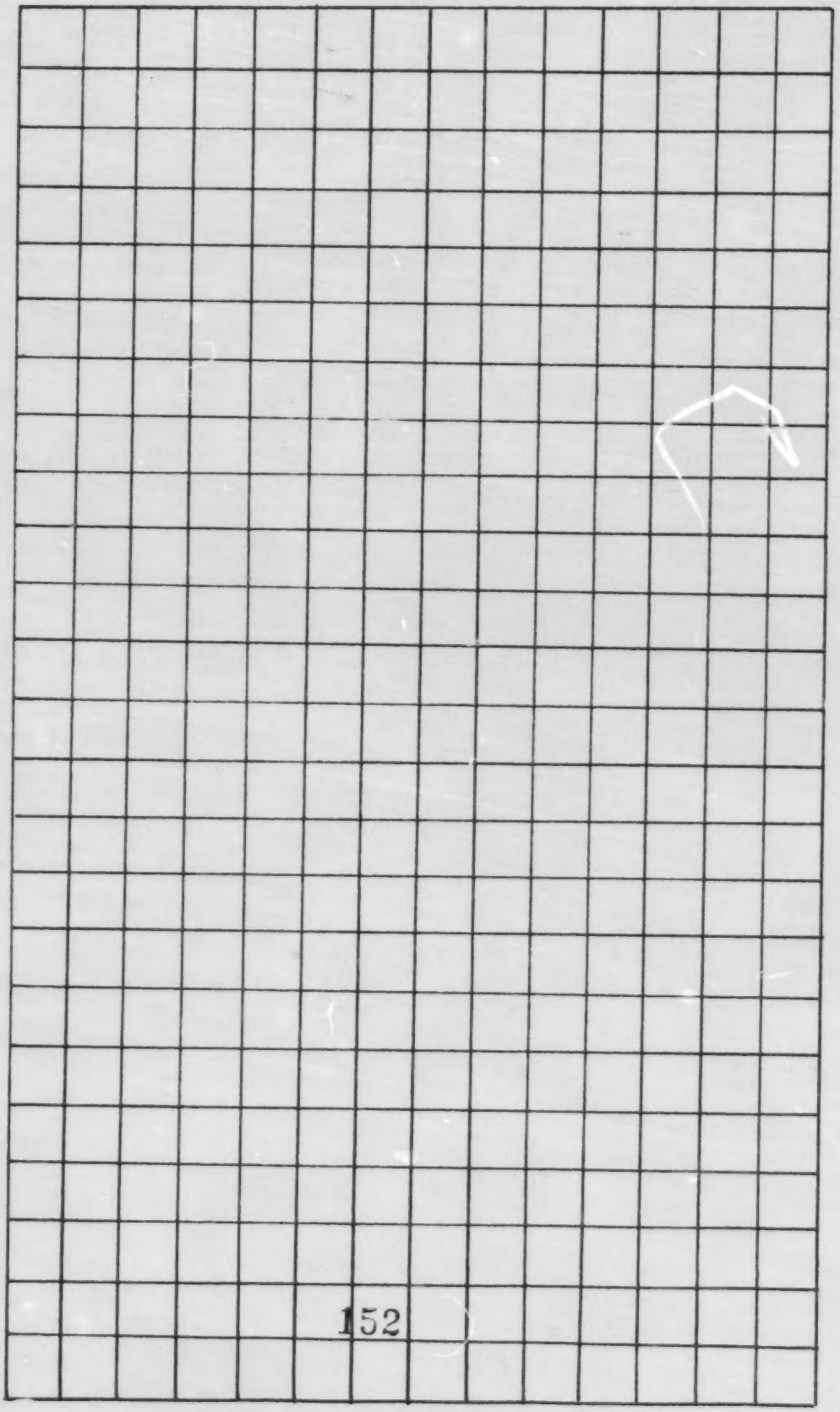
1. Include diverse multi-level materials (verbal, visual, auditory, manipulative, interactive, independent) to capitalize on variances in learning styles and skill levels of students.
2. Provide choices from which to select at each center. Do not require all activities at center.
3. State working procedures at a center clearly. Non-directive instruction may invite more favorable responses.
4. Post charts or checklists at each center to record work initiated or accomplished.
5. Provide self-correction materials, e.g., answer keys, checklists, matching keys, color coded materials, electric boards.
6. Encourage students to expand or create learning centers of their own.
7. Establish single-object centers, e.g., petrified worm, spinning wheel, animal skull, discovery box, typewriter, aquarium with magnifying glass; single-topic with multiple choices centers, e.g., a variety of pictures and names of animals with tails to (a) find out how the tail is used, (b) draw a picture showing how the tail is used, (c) select a work phrase to best describe the use of the tail, (d) design your own "tail" activity; picture centers, e.g., pictures of faces with different expressions for analyses, description, questions, modeling, role playing, writing captions, writing stories, describing personal similarities, discussing emotions represented, matching descriptions to picture, categorizing; open-ended question centers, e.g., pictures of people in winter clothing with the question "Why are these people dressed this way?"; as well as mutli-level and multi-experience centers.

PLACES FOR INTEREST CENTERS

1. Flat table with chairs around
2. Bulletin boards
3. Back of door
4. Counter top
5. Discovery box to take to desk
6. File box
7. File cabinet drawer
8. Under a table
9. Wall space, window space
10. Telephone cable spool
11. Low table made from plywood and concrete blocks with students seated on the floor
12. Hall wall space
13. Four sides of a large box
14. Inside a large box, e.g., washing machine, refrigerator box
15. Raised platform or loft above the classroom
16. A corner away from traffic pattern
17. Behind a bookshelf or in a shelf
18. Both sides of a portable bulletin board
19. Teacher's desk
20. Pringles cans, coffee cans, ice cream cartons, shoe boxes, tiny orange juice cans, carry-out food buckets

Activities throughout the guide denoted by a plus (+) can also be used for learning centers.

label



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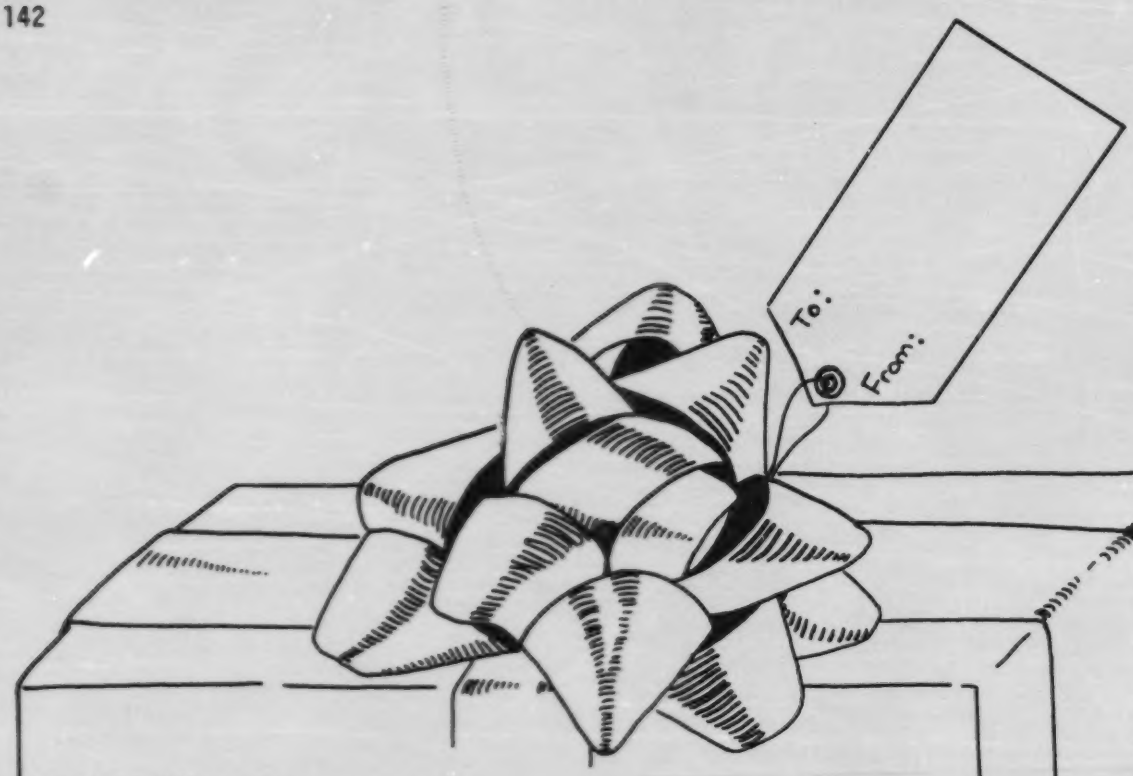


I Like you because _____

_____

I think you are special because _____

_____

Four words that I think describe you are:

1. _____
2. _____
3. _____
4. _____

A terrific thing you did is _____

_____

I wish I could buy you _____

_____

Groups I belong to:	Group Activities:

MY FAMILY!

Family Talk-About Form

My name is _____

Names in my family are _____

_____

_____

Our favorite activities are _____

_____

_____

_____

My favorite activity is _____

_____

MY CITY MAP

Study the Map. Make a key. Give the streets, park and lake names and answer the following questions:

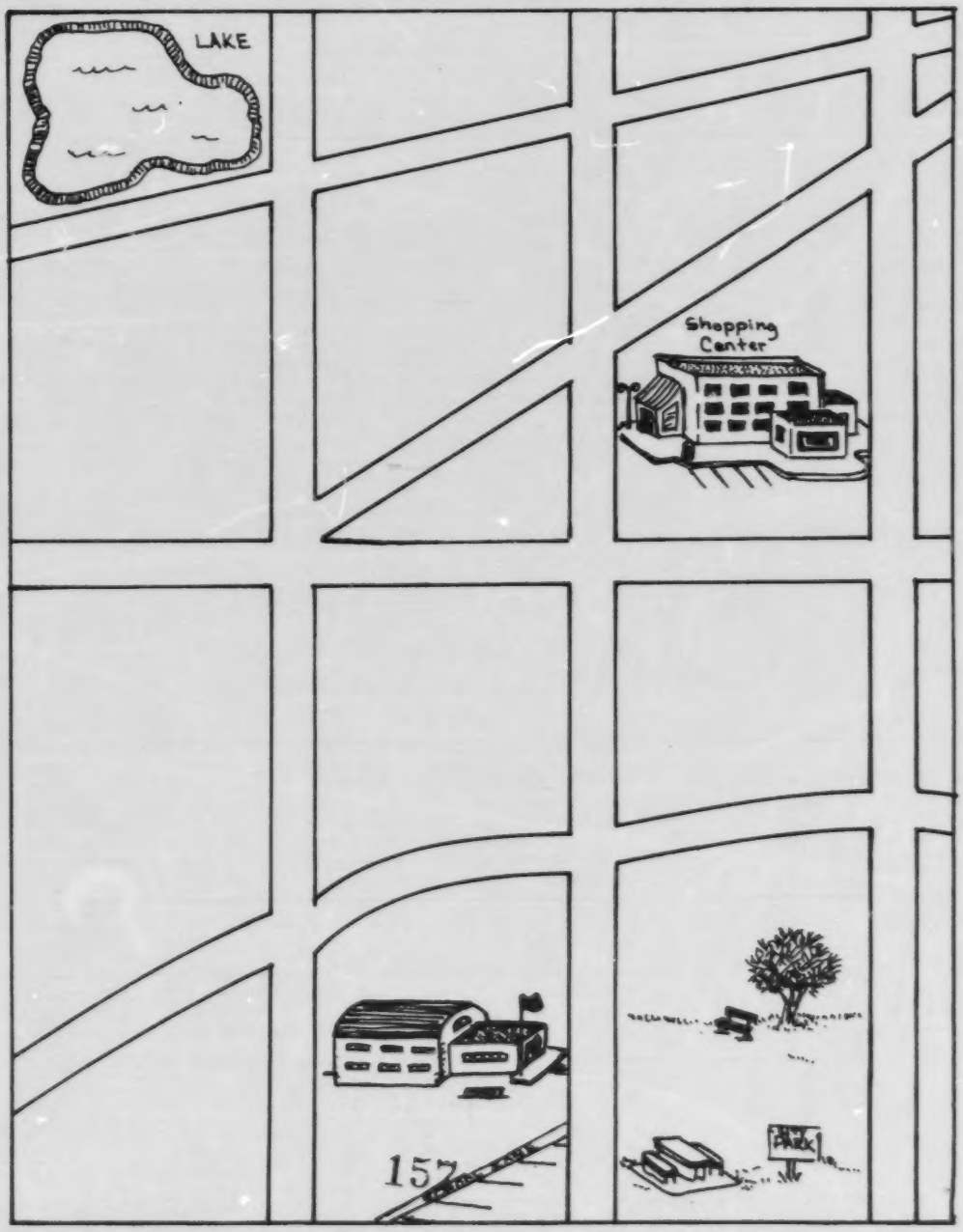
1. What is west of the park?_____

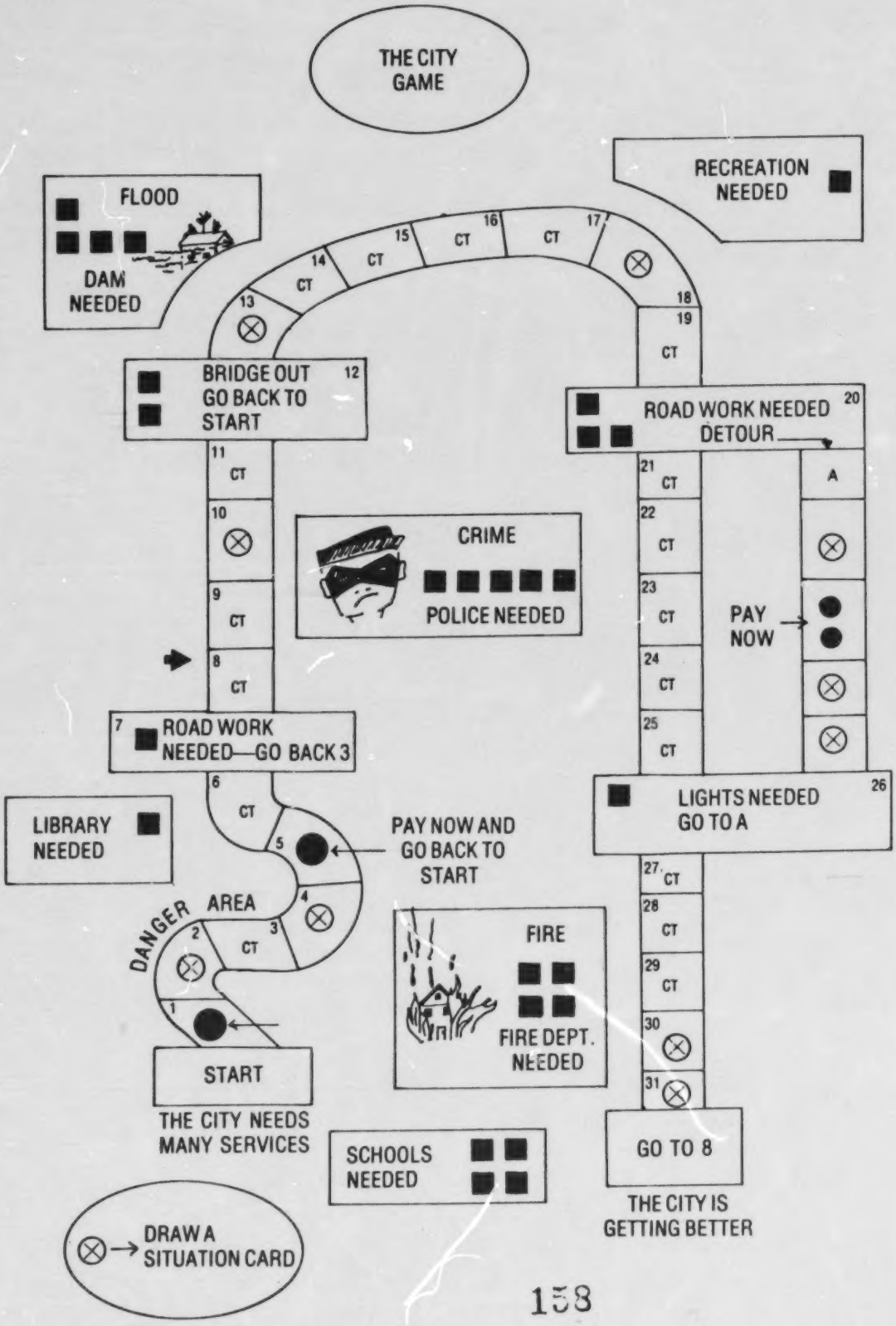
2. What street is north of the school?_____

3. In which direction is the lake?_____

4. What streets are by the shopping center?_____

Add other places to your map. Create your own questions.




THE CITY GAME
FLOOD
DAM NEEDED
RECREATION NEEDED
BRIDGE OUT GO BACK TO START
ROAD WORK NEEDED DETOUR
CRIME
POLICE NEEDED
PAY NOW
ROAD WORK NEEDED—GO BACK 3
LIBRARY NEEDED
PAY NOW AND GO BACK TO START
LIGHTS NEEDED GO TO A
DANGER AREA
FIRE
FIRE DEPT. NEEDED
START
THE CITY NEEDS MANY SERVICES
SCHOOLS NEEDED
GO TO 8
THE CITY IS GETTING BETTER
DRAW A SITUATION CARD

THE CITY GAME

Rules

This is not a competitive game. All players are members of the same team.

1. Read each of the situation cards before starting to play.
2. Your objective is to build a safe city. But cities do not always collect enough taxes to provide all the services they need.
3. Roll a die to determine how many tax markers (beans) you will start the game with. Collect the taxes from the "kitty."
4. Now roll the die to see how many spaces you will move.
5. If you land on a [redacted] you must pay that number of tax markers immediately. If you cannot, you go bankrupt and the game is over.
6. If you land on a Collect Taxes square, roll the die to see how many tax markers you may draw from the "kitty." You can spend the tax markers or save them.

   To spend a tax marker, cover a [redacted] at one of these city services: fire department, police department, schools, recreation, library or flood dam. You must spend tax markers before you move your city marker or draw a situation card, not after.
7. If you land on a DRAW SITUATION CARD square, you must have covered all of the [redacted] 's for that city service. For example, if you draw a school card, you must have covered all four [redacted] 's. If not, you must take the penalty and go back six spaces. Some situation cards bring good luck, others may not be so good.
8. Once a tax marker is placed on the board, it cannot be moved.

After playing the game, discuss these questions: (a) What responsibility does a city have to protect its citizens? (b) Should everyone in the city be treated equally? What if they do not pay taxes? (c) Should everyone in the city pay taxes? Why or why not? (d) How should a city's limited income be spent?

PUT ALL GAME PIECES AWAY WHEN YOU HAVE FINISHED PLAYING THE CITY GAME.

Situation Cards

FIRE CARD-The whole city is on fire. You have been destroyed. The game is over unless you have the needed fire protection.

FIRE CARD-An important building is on fire. If you do not have fire protection, you must pay five tax markers to the kitty before you can cover any squares.

FIRE CARD-A house is on fire. Unless you have fire protection, you must pay one tax marker to the kitty before you can spend any more taxes.

SCHOOL CARD-Your schools are overcrowded. Unless you have school protection, go back 6 spaces.

LIBRARY CARD-Unless you have library protection, your library is going to have to be closed. It is unsafe. Go back 1.

CRIME CARD-Your town is unsafe. Unless you have police protection, go back to start.

CRIME CARD-Bad men have taken all your road equipment. Unless you have police protection, take away all investments on 7 and 12.

FLOOD CARD-Unless you are protected by the dam, the worst flood in the last 100 years has just wiped out all your resources and investments.

RECREATION CARD-Unless you have covered the recreation square, your city has nothing to do. You need twice as much police protection now.

CRIME CARD-You have been shot by a badman. Unless you have police protection, the game is over.

EMERGENCY CARD-You have to pay 1 tax marker to the "kitty" or the game is over.

EMERGENCY CARD-Go to 5.

EMERGENCY CARD-Go to 1.

BONUS CARD-Your city was willed some money. Roll the die once to see how much was willed to you.

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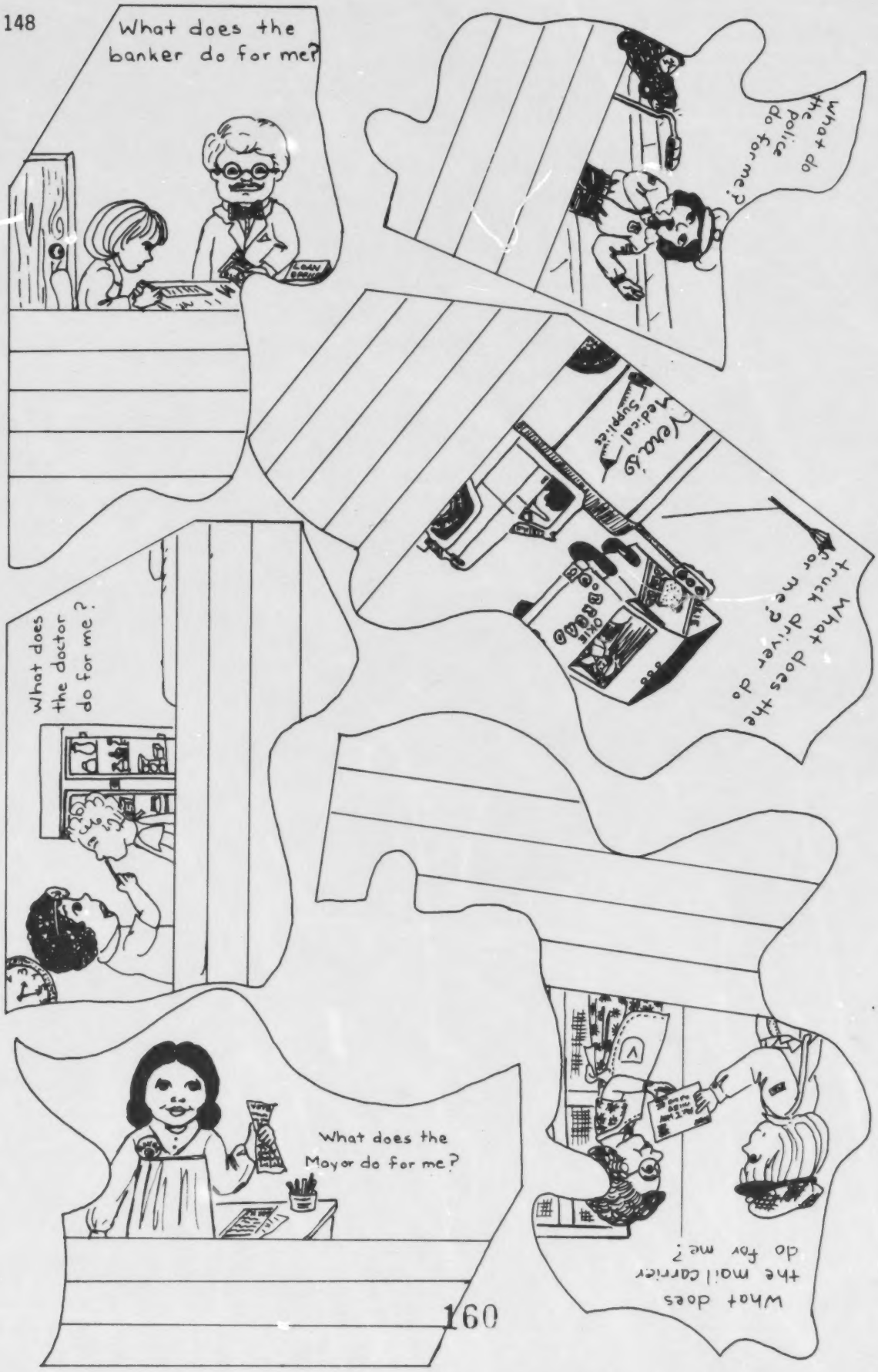

What does the banker do for me?
What do the police do for me?
What does the truck driver do for me?
What does the doctor do for me?
What does the Mayor do for me?
What does the mail carrier do for me?

Space Ship

_____
(my city)

Ship _____

Date _____

Astronaut _____

_____

Aboard this ship are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

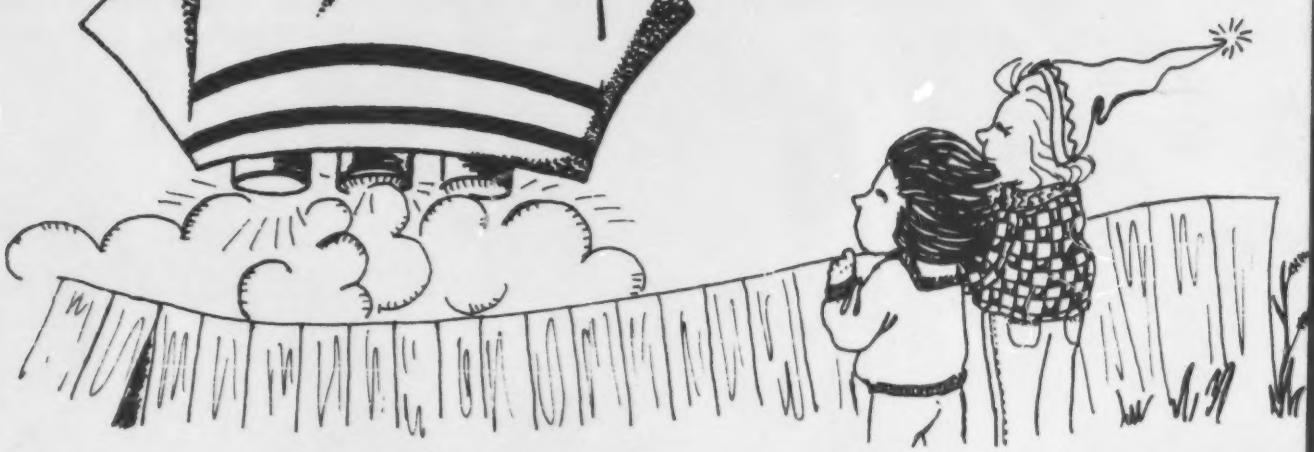
1. Why I chose _____
_____
_____

2. Why I chose _____
_____
_____

3. Why I chose _____
_____
_____

4. Why I chose _____
_____
_____

5. Why I chose _____
_____
_____



OKLAHOMA MAP GAMES

Laminate a state road map or cover one with a plastic overlay. Students use the guide to place names to locate the cities listed below. Connect each set of cities with a straight line made with an overhead projector pen. Each set makes a picture of something relevant to Oklahoma.

1. Clue: You see many of these on Oklahoma lakes.

   a. Red Oak - Wanette - Vanoss - Talihina - Caston - Red Oak - Ochelata - Arpelar

   b. Shiatook - Pearson - Scipio

   (Answer: Sailboat)

2. Clue: Settlers drank water from this.

   Fairland - Wheeless - McWillie - Stecker - Fairland

   (Answer: Dipper)

3. Clue: This number of Native American tribes in the Indian Territory were considered "civilized." (View looking West.)

   Sharon - Retrop - Amber - Biston - Ralston - Sand Springs - Preston - Wetumka

   (Answer: 5)

4. Clue: One of our leading resources is found in this.

   a. Tryon - Gene Autrey - Lane - Mounds - Tryon

   b. Sparks - Okfuskee - Bearden - Little - Sparks

   c. Beggs - Blanco - Pittsburg - Cabaniss

   (Answer: Gasoline Pump)

5. Clue: This is our state's zip cope abbreviation.

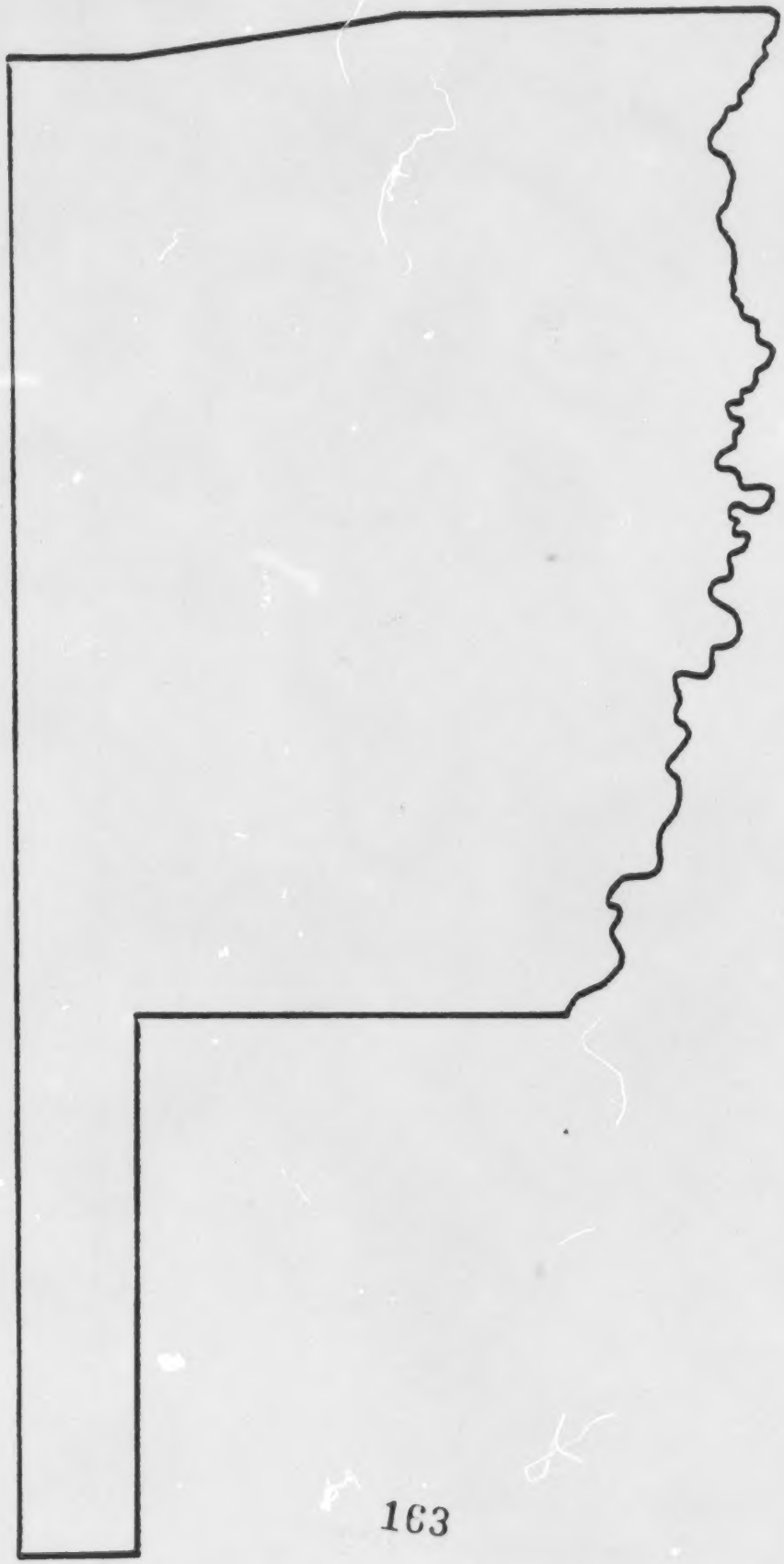
   a. Belva - Babbs - Criner - Garber - Belva

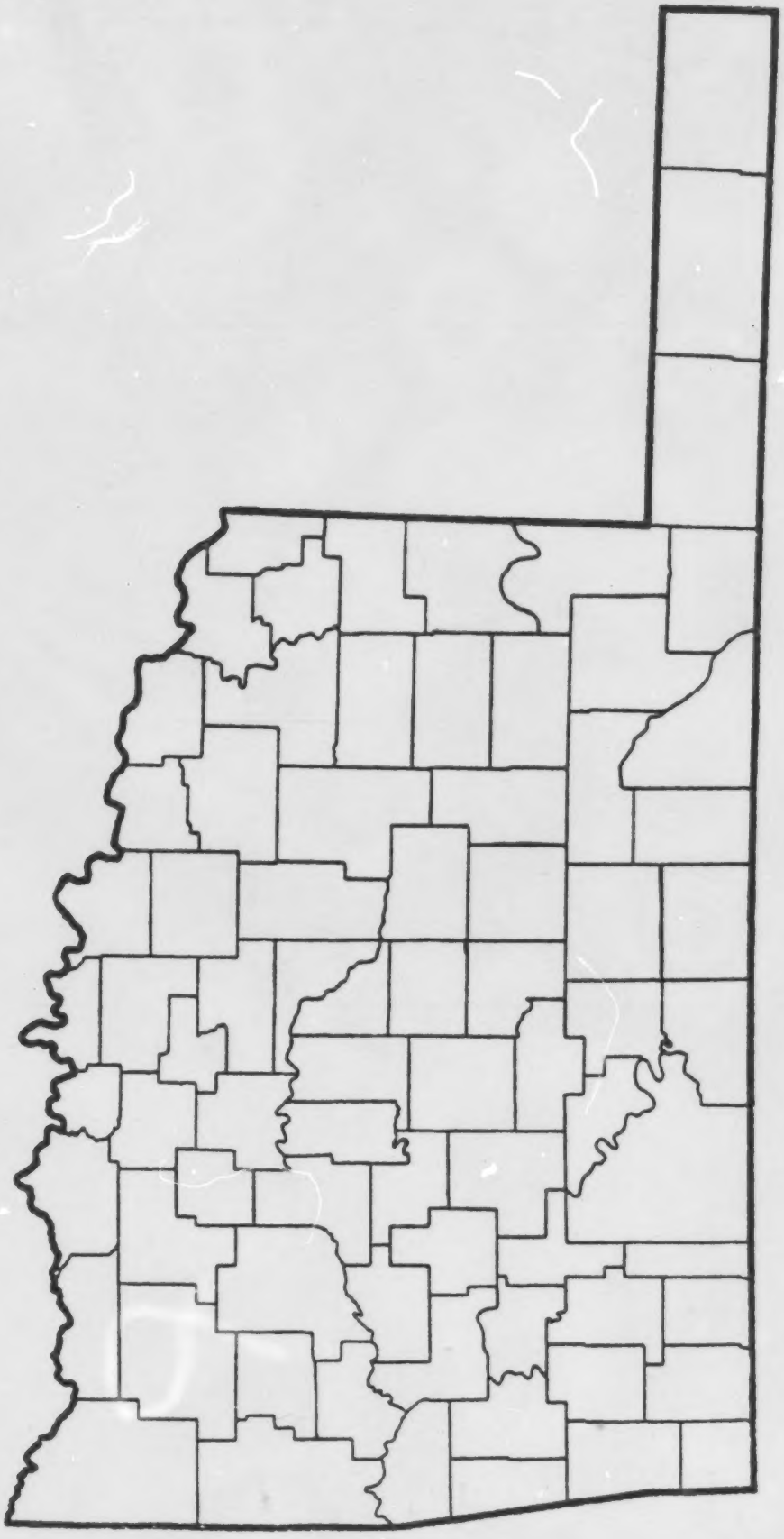
   b. Ralston - Konawa

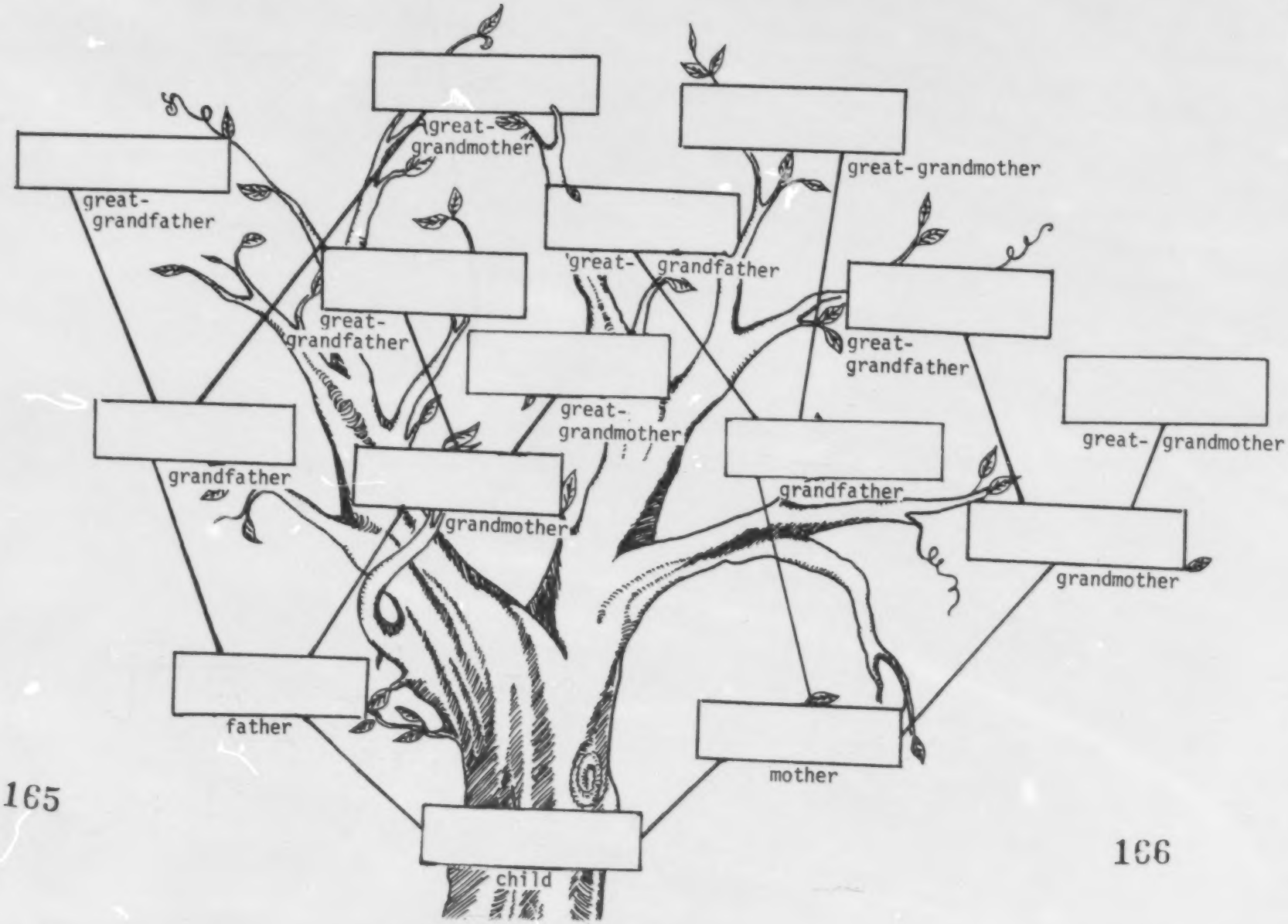
   c. Foyil - Stroud - Adamson

   (Answer: OK)

Now make up one of your own! Exchange with a friend. Solve each other's puzzles.






great-grandmother
great-grandmother
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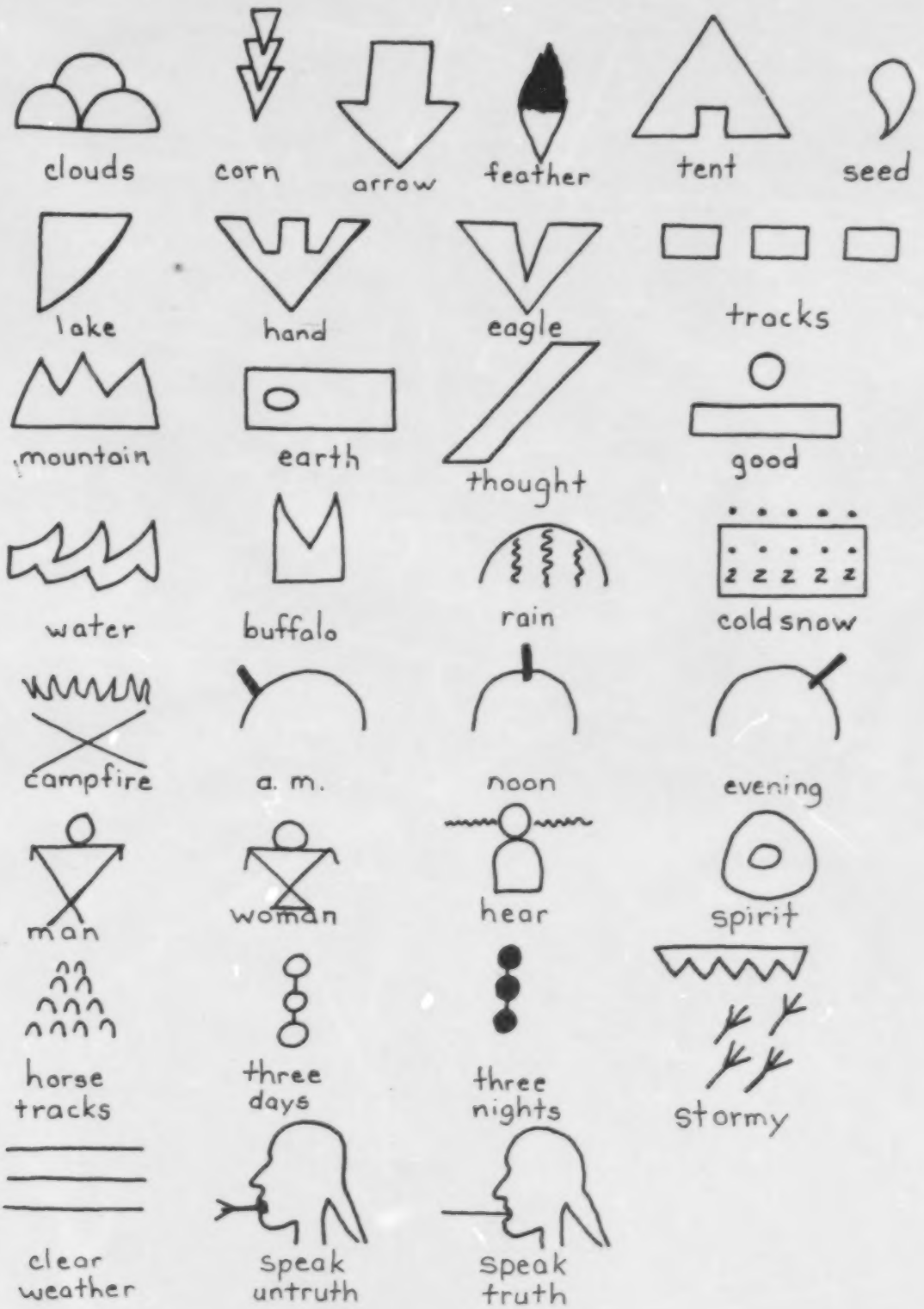
grandfather
grandfather
grandmother
grandmother
father
mother
child


clouds
corn
arrow
feather
tent
seed
lake
hand
eagle
tracks
mountain
earth
thought
good
water
buffalo
rain
cold snow
campfire
a. m.
noon
evening
man
woman
hear
spirit
horse tracks
three days
three nights
stormy
clear weather
speak untruth
speak truth

STATE TOURISM ADDRESSES

Public Relations Division
State Capitol Building
Montgomery, AL 36130

Division of Tourism
Pouch E-55
Juneau, AK 99801

Office of Tourism
Suite 501
1700 West Washington
Phoenix, AZ 85007

Department of Tourism
149 State Capitol
Little Rock, AR 72201

Division of Tourism
1400 - 10th Street
Sacramento, CA 95814

Development Division
602 State Capitol Annex
Denver, CO 80203

Director of Communications
210 Washington Street
Hartford, CT 06106

Delaware State College
E.T.V. Building
Dover, DE 19901

Washington Visitors Bureau
1616 K Street, N.W.
Washington, DC 20006

Visitor Inquiry Division
402 Collins Building
Tallahassee, FL 32304

Tourist Division
Box 1776
Atlanta, GA 30301

Visitors Bureau
P. O. Box 2274
Honolulu, HI 96815

Division of Tourism
108 Capitol Building
Boise, ID 83720

Information Service
406 State Capitol
Springfield, IL 62706

Tourism Development Division
440 north Meridian Street
Indianapolis, IN 46204

Tourism and Travel Division
250 Jewett Building
Des Moines, IA 50309

Travel Division
503 Kansas Avenue
Topeka, KS 66603

Travel Division
Public Information
Capitol Annex
Frankfort, KY 40601

Tourism Development Commission
Box 44291, Capitol Station
Baton Rouge, LA 70804

Publicity Bureau
State House
Augusta, ME 04333

Division of Tourism
2525 Riva Road
Annapolis, MD 21401

Division of Tourism
Box 1775
Boston, MA 02114

Tourist Council
300 South Capitol Avenue
Lansing, MI 48926

Vacation Center
State Capitol
St. Paul, MN 55101

Travel Department
1504 State Office Building
Jackson, MS 39201

Division of Tourism
Box 1055
Jefferson City, MO 65102

Advertising Unit
Department of Highways
Helena, MT 59601

Department of Tourism
Box 94666
Lincoln, NE 68509

Public Information Office
1263 S. Stewart Street
Carson City, N 89712

Economic Development Division
Box 856
Concord, NH 03301

Division of Travel & Tourism
Box 400
Trenton, NJ 08625

Travel Division
113 Washington Avenue
Santa Fe, NM 87503

Travel Bureau
99 Washington Avenue
Albany, NY 12245

Travel Division
Department of Commerce
Raleigh, NC 27611

Travel Division
Capitol Grounds
Bismark, ND 58505

Economic Development Department
Box 100
Columbus, OH 43216

Tourism Department
500 Will Rogers Building
Oklahoma City, OK 73105

Travel Information Section
102 State Highway Building
Salem, OR 97310

Bureau of Travel Development
206 South Office Building
Harrisburg, PA 17120

Tourism Promotion Division
1 Weybosset Hill
Providence, RI 02903

Travel Information Division
Box 927
Columbia, SC 29201

Division of Tourism
Joe Foss Building
Pierre, SD 57501

Division of Tourist Promotion
264 Cordell Hull Building
Nashville, TN 37219

Travel & Information Division
Box 5064
Austin, TX 78763

Travel Council
Council Hall, Capitol Hill
Salt Lake City, UT 84114

Travel Division
61 Elm Street
Montpelier, VT 05602

Travel Information
611 E. Franklin Street
Richmond, VA 23219

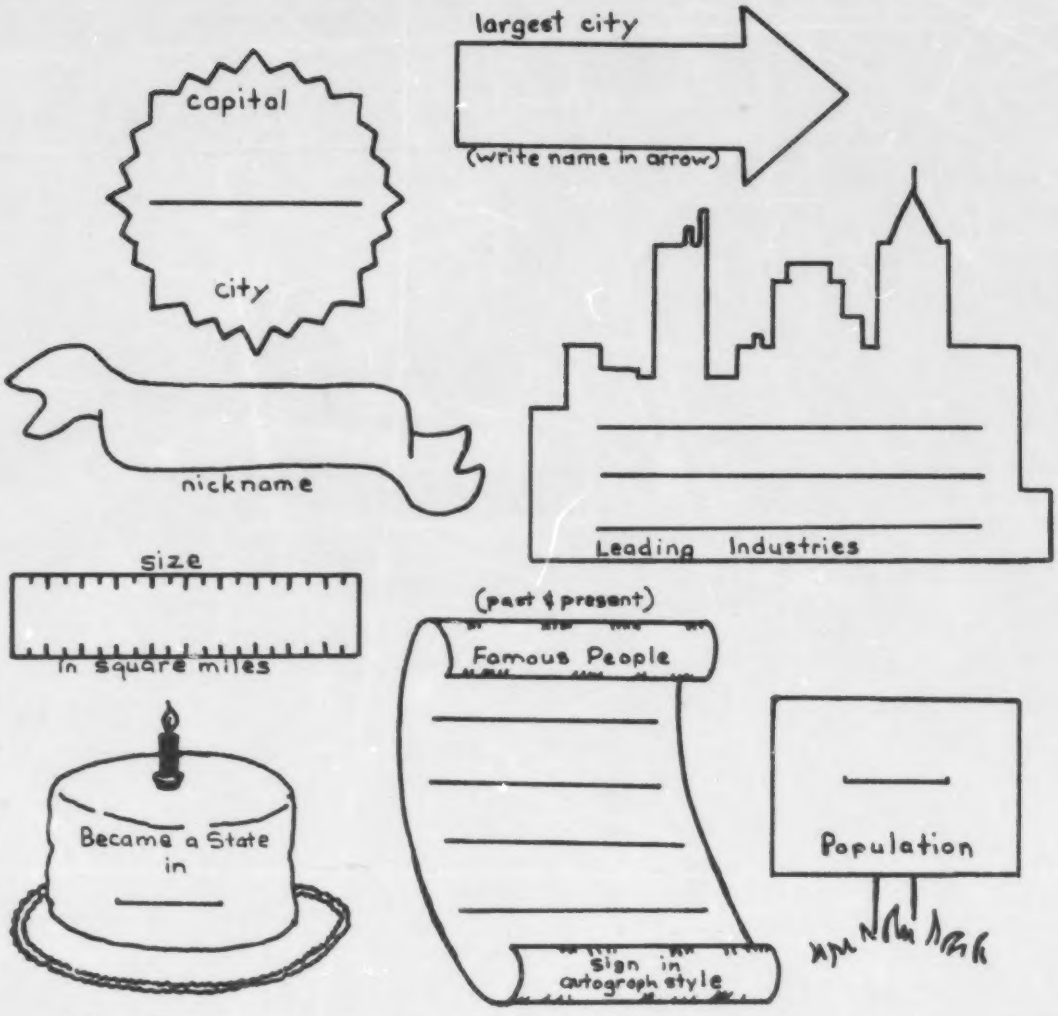
Travel Development Division
General Administration Building
Olympia, WA 98504

Travel Development Division
Building 6, Room B-504
Charleston, WV 25305

Office of Information
Box 7910
Madison, WI 53707

Travel Commission
213 Capitol Building
Cheyenne, WY 82002

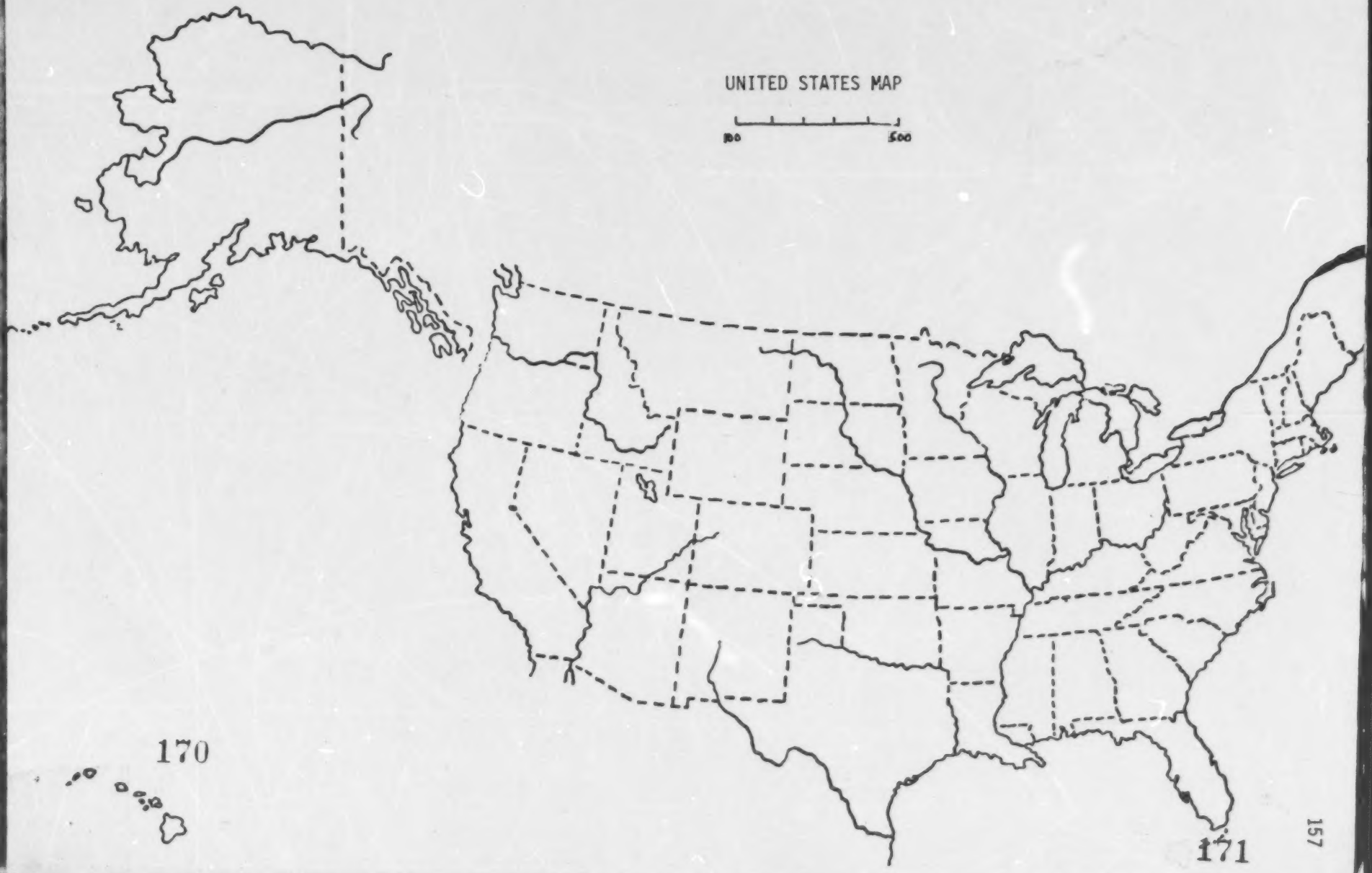
"STATED" FACTS ABOUT _____



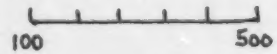
Four Interesting facts:

1. _____
2. _____
3. _____
4. _____

This data collected by _____
(sign your name here)


UNITED STATES MAP
100
500
170
171

United States Territorial Expansion Map



172

173

HUMAN BINGO

Players have 10 minutes to secure signatures for the following squares. Each person may sign a card only once. The winner is the first person either to complete a row (horizontally, vertically or diagonally) or complete the entire chart.

Begin.

I have talked with a citizen of another nation.	I can count from 1-10 in Spanish	I have traveled on an ocean liner	I can name a food from France.	I can name a famous business located in another nation
I was born in a state other than Oklahoma	I can name the head-of-state of another nation	I know the national origin of my surname	I have traveled overseas	I speak French.
I am wearing something made in another nation	I can name three cars built in another nation	Sign your own name here	I have been to Mexico	I have a relative in another nation
I play soccer	My name has been in the newspaper	I can name three nations in South America	I can say "God Bless You" in German	I have had a pen pal in another nation
I have a radio made in another nation	I was born in Oklahoma	I own a bike built in another nation	I have been to Canada	I can name four states which border on Oklahoma

STUFF AND SHOW BOXES

Each student selects a topic from the following list to research. Preparation of the Stuff and Show Box includes:

1) Selecting a cardboard box with lid, approximately 18"x24"

2) Decorating the box to relate to the topic

3) Selecting eight objects from the "Items" list to place in the box.

Completed Stuff and Show Boxes form a bank of resource information to be shared with other class members. This activity may also be adapted to topics other than energy.

Energy Topics	Items
Wind Energy	A story about topic
Solar Energy	Pictures
Oil Exploration	Book
Oil Refining	Poem (student-composed)
Atomic Energy	Illustration (drawing, paper-folding, collage or other art form)
Coal Mining	
Coal Processing	
By-products of Oil	Puppets and script
Clean Air	Flowchart
Water	Music and lyrics
Chemical Energy	Record album
Dry Cell Batteries	Mobile
Structure of Atoms	Photocopies of documents
Electricity	Letters of relevant correspondence
Turbine-powered Generators	Map
Photoelectric Cell	Graph
Atomic Waste Storage	Statistics
Hydro-electric Power	
Sound	

COUNTRIES AROUND THE WORLD

Encourage students to select countries from all of the populated continents.

Information to Locate

1. Make a time line of important events in the country's history.
2. Select a famous person from "your" country. Write their biography.
3. Prepare graphs, charts or maps to show the average rainfall, population changes, or other information.
4. Create a display showing the natural resources and products.
5. Design a chart of the organization of government.
6. Tell about contributions the country has made in science, literature, music, religion and holiday celebrations.
7. Discover how the people live--their homes, occupations, recreation, transportation, etc.
8. Prepare and serve a native food.
9. Prepare a chart of common words in the native language.
10. Draw a poster of major industries or exported products.
11. Report about the education and literacy of this country.
12. Display models of the nation's symbols: anthem, flag, flower.
13. Report on famous cities visited by tourists.
14. Prepare a pictograph.
15. Investigate its currency. Demonstrate conversion from American dollars to their standard.

PROVERBS AND THEIR ORIGINS

People have the unique ability to speak, to use language. Language shapes thought. Thought in turn shapes language. We use language to express our views, concepts, and theories of ourselves, others and the world. People operate within a culture. Culture affects our world view. This world view is often ethnocentric, i.e., we feel that our way of living is the best. Now and in the past there have been many world views because of the many cultures. The variety of world views can create conflict, innovations, change, etc., depending upon the circumstances.

People of many cultures have contributed to the development of civilization. The purpose of this activity is to reveal to students that many ideas and thoughts within our culture have not originated in this culture.

Materials

A large map with each continent in a different color.

Index cards of proverbs with origins on back (p. 163).

Procedure

1. Explain that a proverb is a short, familiar, pithy saying which expresses a well-known truth, a common fact or a common experience. Discuss the uses of proverbs in our speech.

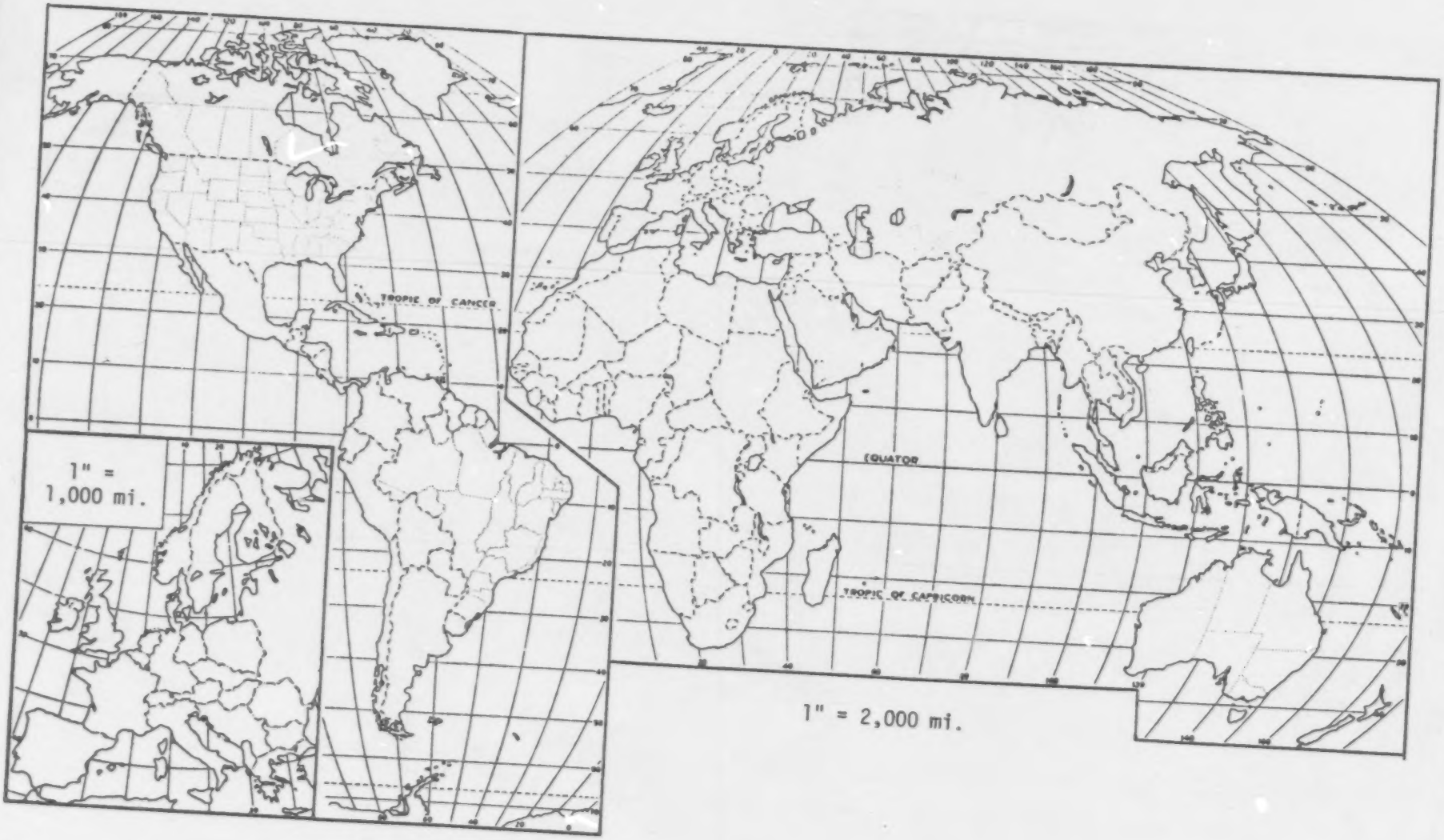
2. Distribute a proverb card to each student to read aloud. Let them explain what they think it means. Help them clarify meanings in the context of their cultural origins. Encourage students to apply the proverb to their personal experience.

3. Tape or pin each card to its location on the map.

LIST OF PROVERBS AND ORIGINS

1. Chickens always come home to roost. (Alabama)
2. Young gambler, old beggar (Germany)
3. Ice three feet thick isn't frozen in a day. (China)
4. Where the river is deepest it makes the least noise. (Italy)
5. If you climb up a tree, you must climb down that same tree. (Ghana)
6. You cannot get two skins from one cow. (England)
7. Eggs must not quarrel with stones. (China)
8. A horse that arrives early gets good drinking water. (Africa)
9. The love of money is the root of all evil. (Israel)
10. Words thoughtlessly said cannot be called back. (Louisiana)
11. The wife at another's house has the pretty eyes. (Africa)
12. God gives the milk but not the pail. (Germany)
13. Punch yourself to know how painful it is to others. (Japan)
14. A bird in the hand is worth a hundred flying. (Mexico)
15. Sing and cares disappear. (Poland)
16. One man's story is no story; hear both sides. (Japan)
17. God is a good worker, but he loves to be helped. (Spain)
18. Many a good man is to be found under a shabby hat. (China)
19. Fine clothes do not make the man. (Japan)
20. By trying often, the monkey learns to jump from the tree. (Zaire)
21. You can force a man to shut his eyes, but you can't make him sleep. (Denmark)
22. Two captains sink the ship. (Japan)
23. Little by little grow the bananas. (Dahomey)
24. If you want to go fast, go the old road. (Burma)
25. Six feet of earth makes all men equal. (Italy)
26. Eat to live, not live to eat. (Greece)
27. He who stands with his feet on two ships will be drowned. (Russia)
28. A little in your own pocket is better than much in another's purse. (Spain)
29. Joy, moderation and rest shut out the doctors. (Germany)
30. He who rides the tiger finds it difficult to dismount. (China)

* * * * *


TROPIC OF CANCER
EQUATOR
TROPIC OF CAPRICORN
1" = 1,000 mi.
1" = 2,000 mi.

EVALUATION OF TOUCHING, LIVING, GROWING . . .

ELEMENTARY SOCIAL STUDIES

In order for us to continue to improve the publications of the Curriculum Section of the Oklahoma State Department of Education, would you please take time to respond to the questions below:

1. Circle grade level taught: K 1 2 3 4 5 6

2. Was the content of this publication generally appropriate for your grade level?

   _____appropriate _____inappropriate

3. The suggested activities were: _____most helpful _____helpful

   _____of little help

4. Did the suggested activities provide . . .

   for creativity? _____yes _____no

   a variety of selection? _____yes _____no

   sufficient explanation? _____yes _____no

5. Were the appendices useful? _____yes _____no

6. How could this publication be improved?_____

   _____

   _____

7. What other types of social studies publications would be of use to you?_____

   _____

   _____

   _____

   _____

Please return to: Social Studies Specialist, State Department of Education, 2500 N. Lincoln Boulevard, Oklahoma City, OK 73105

In the following space, please share a successful teaching idea and/or activity which could appear in the Oklahoma Educator.

NAME_____ SCHOOL SYSTEM_____

Return to: Social Studies Specialist, State Department of Education, 2500 N. Lincoln Boulevard, Oklahoma City, OK 73105.